DOCUMENT RESUME

ED 259 243 CG 018 344

AUTHOR Loppnow, Donald M.; Taggart, Sarah R.
TITLE Family and Children's Services Specialty: The Development of an Elective Concentration in a Baccalaureate Social Work Program.
INSTITUTION Eastern Michigan Univ., Ypsilanti.
PUB DATE 81
NOTE 112p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Child Welfare; College Students; *Course Descriptions; *Curriculum Guides; Elective Courses; *Family Programs; Higher Education; Resource Materials; *Social Work; Teaching Methods; *Undergraduate Study

ABSTRACT

This manual describes the Family and Children's Services Specialty (FCSS), an elective curriculum concentration developed by Eastern Michigan University to prepare social work undergraduates for careers in family and children's services agencies. Philosophical and conceptual perspectives of the FCSS are reviewed, as are program goals and objectives. Courses are described in a section on curriculum design, and sequence and curriculum tracks, off campus courses, field units, and advisory committee functions are discussed. A syllabus is provided for each of the ten courses offered in the FCSS curriculum: "Policies and Issues in Services to Families," "Family Centered Practice," "Working with Aging People," "Specialized Services for Families with Children in Placement," "Handicapping Conditions: Practice Issues," "Substance Abuse," "Group Work with Children and Families," "The Law and Social Work with the Family," "Social Work, Sex, and the Family," and "Supervising Staff and Volunteers." Each syllabus contains a course description, course objectives and requirements, required and recommended reading, and a course outline. Specific teaching techniques are included for several courses, along with current bibliographies. Also provided are a list of course modules designed to teach basic skills in working with families and a list of videotapes developed by Eastern Michigan University, which deal with issues in family and child welfare services. (NRB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED259243

FAMILY AND CHILDREN'S SERVICES SPECIALTY

THE DEVELOPMENT OF AN ELECTIVE CONCENTRATION IN A BACCALAUREATE SOCIAL WORK PROGRAM

BEST COPY AVAILABLE

Donald M. Loppnow
Sarah R. Taggart

SOCIAL WORK PROGRAM
COLLEGE OF HUMAN SERVICES

CG 018344

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

EASTERN MICHIGAN

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Kaaren Brown

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Eastern Michigan University
Ypsilanti, Michigan 48197

© 1981
Donald M. Loppnow
Sarah R. Taggart

Published by: The Social Work Program and
University Publications
Eastern Michigan University
Ypsilanti, Michigan 48197

Eastern Michigan University

Ypsilanti, Michigan 48197

FOREWORD

The Family and Children's Services Specialty was originally developed with Title XX funds under the auspices of the Michigan State Department of Social Services. The original contract for the project spanned a period from January, 1976, to June, 1978. A related project spanned a period from June, 1978 to June, 1981. Special credit is due to the staff of the Office of Management and Staff Development with whom the faculty worked closely. The counsel and critique provided by staff in the Office of Management and Staff Development was instrumental in the development of the Specialty.

Administrators and staff from numerous agencies assisted in the project. A special thank you is offered to the following agencies who served as sites for faculty supervised student field placement units and as members of the Project Advisory Committee during the development and refinement of the Family and Children's Services Specialty.

Catholic Social Services of Washtenaw County, Ann Arbor - 1976-1978
Region II Community Action Agency, Jackson - 1977-1978
Jackson County Department of Social Services, Jackson - 1976-Present
Lenawee County Department of Social Services, Adrian - 1978-1979
Royal Oak District Office, Oakland County Department of Social Services, Royal Oak - 1981-Present
Orchards Children's Services, Livonia - 1976-1977
Washtenaw County Department of Social Services, Ann Arbor - 1978-Present
Lincoln Park District Office, Wayne County Department of Social Services, Lincoln Park - 1978-Present
Taylor District Office, Wayne County Department of Social Services, Taylor - 1978-Present

This manual reflects the efforts of former and current faculty and staff. The following faculty persons have made contributions to the development of the Family and Children's Services Specialty.

Kaaren Brown
Peter Bleby
Diane Blumson
Janice Crafton
Martha Dickerson
James Francek
Jerry Garfield
Fred Gibilisco
Nancy Gray
Joan Laird
Emily Jean McFadden
Eileen Pasztor
Bennie Stovall
Nola Thomas
Marjorie Ziefert

In addition, the entire faculty appreciate the contributions of the office staff, Vicki Day and Kathy Zolnierek.

With due respect for the combined efforts of all the contributors.

Donald M. Loppnow, Project Director
Sarah R. Taggart, Project Faculty

Social Work Program
King Hall
(313) 487-0393

TABLE OF CONTENTS

	Page
INTRODUCTION	1
EVOLUTION OF THE SOCIAL WORK PROGRAM	1
OVERVIEW OF THE FAMILY AND CHILDREN'S SERVICES SPECIALTY	2
Philosophical and Conceptual Perspectives.	2
Goals and Objectives of the Family and Children's Services Specialty.	5
CURRICULUM DESIGN.	6
The Courses.	6
Sequence and Curriculum Tracks	7
Off-campus Courses	9
Field Placement Units.	9
Advisory Committee	10
PENDING ISSUES REGARDING CURRICULUM DESIGN	11
The Controversy About Curriculum Concentration on the BSW level.	11
The Impact of the Source of Funding on Curriculum Design	11
Measuring the Impact of the Family and Children's Services Specialty	12
BENEFITS OF THE FCSS TO THE SOCIAL WORK PROGRAM AND THE AGENCIES: AN EVALUATION	13
INTRODUCTION TO COURSE OUTLINES.	14
Course Outlines.	15
SWK 418 Policies and Issues in Services to Families.	15
SWK 419 Family Centered Practice	21
SWK 420 Working with Aging People.	30
SWK 422 Specialized Services for Families with Children in Placement	40
SWK 424 Handicapping Conditions: Practice Issues.	50
SWK 431 Substance Abuse.	58
SWK 435 Group Work with Children and Families.	65
SWK 460 The Law and Social Work with the Family.	68
SWK 465 Social Work, Sex and the Family.	88
SWK 470 Supervising Staff and Volunteers	92
Short-Course Modules	101
Audio-Visual Materials	104

SOCIAL WORK PROGRAM
EASTERN MICHIGAN UNIVERSITY

FAMILY AND CHILDREN'S SERVICES SPECIALTY: THE DEVELOPMENT OF AN ELECTIVE CONCENTRATION IN A BSW PROGRAM

INTRODUCTION

In 1975, the faculty of the undergraduate Social Work Program at Eastern Michigan University initiated a process of developing an elective curriculum concentration which is intended to prepare BSW students for careers in family and children's services agencies. This manual highlights the development of the Family and Children's Services Specialty.

THE EVOLUTION OF THE SOCIAL WORK PROGRAM

Eastern Michigan University is a state supported regional University located in southeastern Michigan on the western edge of the Detroit metropolitan area. The University has an enrollment in excess of 19,000 students. The University includes five academic Colleges: The College of Arts and Sciences, the College of Business, the College of Education, the College of Human Services, and the College of Technology.

The undergraduate Social Work Program at Eastern Michigan University originated as a component of the Sociology Department in the late 1960's. It was initially accredited by the Council on Social Work Education in 1974 and has remained fully accredited since that date. In 1978, the growth of the Program resulted in the Program being administratively transferred from the Sociology Department in the College of Arts and Sciences to autonomous administrative status within the College of Human Services. The Program currently has similar status to an academic Department and is directly answerable to the Dean of the College of Human Services.

In addition to Social Work, the College of Human Services includes the Home Economics Department, Nursing Department, Occupational Therapy Department, Gerontology Program, Health Administration, Medical Technology and Nuclear Medicine Technology Programs. The College is highly supportive of the unique requirements of professional education programs.

The Social Work Program is staffed by a Program Director, ten full-time faculty, five part-time faculty, two full-time secretaries, and several student employees. Approximately 320 students are pursuing a major in social work. The Program offers all required courses during both day and evenings.

OVERVIEW OF THE FAMILY AND CHILDREN'S SERVICES SPECIALTY

Philosophical and Conceptual Perspectives

Early in the process of developing a philosophical and conceptual framework for the Family and Children's Services Specialty, the faculty developed several perspectives which need to be explicated in order to understand the context of the process.

(1) The faculty recognized the fact that family relationships are often difficult and in some instances, do not enhance individual development. Nevertheless, the faculty adopted a philosophical viewpoint that family responsibility and caretaking are primary social functions and the maintenance of the intact family system is paramount.

(2) A concept central to the development of the Family and Children's Services Specialty is the assumption that the accelerated removal of children from their natural families which has recently occurred has created a threat to social stability that far outweighs any temporary benefits provided by substitute care.

The evils of "drift" of children in foster care have been amply documented. What has been less well understood until recently is that "ideal" families do not exist, that children are nearly always better off with their families of origin, even those which are abusive or neglectful, than cast into the anonymity of an often abusive and usually neglectful child welfare system. The least detrimental alternative for most children-at-risk is for society to intervene on behalf of the natural family with as many resources and services as are necessary to maintain that family as a functioning unit. Utopias for children exist largely as a figment of the imagination of social planners. In the real world, the best most people can achieve is to make-do with the families they are born into!

It is recognized that occasionally a natural family poses such a threat to the life of a child that removal and placement in substitute care are imperative. The FCSS viewpoint would be that this solution should be a rare last resort, not the routine response. Additionally, when removal is absolutely unavoidable, a permanent plan should be made as quickly as possible, and rigorous case monitoring and management should be required.

With this philosophy always at the fore, the FCSS curriculum was developed to begin to provide a core of workers committed to maintaining families as functional systems, and sensitive to the causes of family breakdown. It is a basic premise of the curriculum that given enough environmental supports; including relief from stress, education and material resources; most families wish to care for their own children and can, in fact, do so. It is an additional premise that marginal care within one's natural family is nearly always preferable to optimal care elsewhere.

(3) In an approach somewhat analogous to the child welfare services system's focus of attention on the child, services to dependent adults and older persons have tended to focus on the individual adult to the extent that the attention to the family is secondary. The Family and Children's Services Specialty curriculum is addressed to the total family within which a person's lifespan occurs, so that family support systems are attended to at every stage of life.

(4) The nature and scope of the field of family and children's services shares boundaries with all other fields of social work practice since it addresses a potential client group that is everybody. For the purposes of our efforts in curriculum development, we described the field organizationally as including all social services that are not provided in the fields of health, education, and corrections. Therefore, a sampling of services which are a part of the field include: family counseling (individual and family treatment), home help, child and adult protective services, child placement (foster care, adoption, and group care), family planning, financial assistance programs, services for the unmarried parent, youth services, hot-lines, meals-on-wheels, in-home services for the aged, and so on.

(5) An example of an issue of importance, indeed a dilemma, which was debated at length is reflected in the historical and problematic development of service delivery agencies and programs which tend to separate their services to children and families. The field has evolved with a division between family services and child welfare. Until very recently, social work education has often responded by separating families and children in course structure and curriculum emphasis. Such an approach is antithetical to a forward-looking understanding of total family systems. Yet realistically, future practitioners need to be prepared to work with total families, with children in placement, with foster parents, and with other client groups and service

providers. However, any division of curriculum content which prevents students and practitioners from understanding, assessing, and being able to intervene at any interface in the family's ecological environment is artificial and tends to lead to narrowness of practice perspective.

In an attempt to deal with the above issues, all the Family and Children's Services Curriculum Specialty courses maintain a family systems focus and foundation. A curriculum philosophy has developed which essentially states that the focus of the curriculum is to understand and work on behalf of the total family through its ecological environment. This family centered focus of the curriculum has been interwoven throughout all the courses within the curriculum Specialty. In addition, practice skills and issues throughout the curriculum are presented from a generalist perspective.

(6) The faculty wholeheartedly support the position that BSW curricula should prepare generalist practitioners with a generic repertoire of skills. The base of the continuum of professional social work education is necessarily provided on the baccalaureate level. However, this does not preclude offering an elective curriculum concentration which is especially geared to preparing baccalaureate level practitioners. The reality that a major proportion of direct social work service in most public and many private agencies in the field of family and children's services is provided by baccalaureate level or less educated people, leads to the conclusion that an elective concentration on family and children's services fills a void for BSW students who are interested in a career in this field and, on a continuing education basis, for agency staff who have not completed a baccalaureate or who want additional job related coursework.

(7) The faculty developed the FCSS with a particular perspective about the adult learner/student. Since the FCSS concentration is elective and open to both students and agency staff, the faculty essentially built the curriculum concentration from the perspective that the student/agency staff person in consultation with a faculty advisor, will decide what he/she needs to know and be responsible for selecting appropriate courses. Thus, as discussed below, the curriculum has only one required course and students choose any three additional courses.

Goals and Objectives of the Family and Children's Services Specialty

There are several ongoing tasks for education and training on the Bachelor of Social Work (BSW) level. First, BSW educators must work closely with practitioners and those responsible for agency programs to devise curricula for social work practice which are responsive to the direct service needs of agency clients. Secondly, the specific competencies required of BSW practitioners must be spelled out in more depth, and the knowledge and skills which build such competencies must be specified and taught.

If we accept the premise that child abuse and neglect, dependency, institutionalization of children and adults, and other forms of family breakdown are at least in part symptomatic of family stress, it follows that the primary role of the BSW practitioner is to enhance family functioning. Too often such social workers have lacked the needed knowledge and skills to develop supportive services for overwhelmed families, resulting in costly and unneeded placement and institutionalization.

The objectives of the Family and Children's Services Specialty program have been fourfold:

1) The program provides specialty courses to EMU students on-campus who have an interest in working in family and children's services. This includes both social work majors and students in related disciplines, and presents the key concept of family restoration and maintainance.

2) The program provides continuing education opportunities for agencies, in the form of off-campus classes, training sessions, consultation, films and special projects offered by specialists from EMU whose background and commitment is to optimal family functioning.

3) The program provides on-site faculty supervision for the 16 hours weekly that a unit of four to six students is in placement in a Title XX agency. This supervision becomes an integral part of a service delivery system committed to family maintainance.

4) The program provides agency input into planning and execution of the FCSS through an Advisory Committee, made up of students, representatives of agencies and representatives of the State of Michigan Department of Social Services.

CURRICULUM DESIGN

The Courses

The Family and Children's Services Specialty consists of a series of elective courses all of which focus on providing social work services to families and children. The Specialty is intended primarily for people working toward a bachelor's degree in social work. In addition, the curriculum is intended to be an educational resource available on a continuing education basis for agency staff who wish to enhance their knowledge and skills in social work with families and children. All the courses have been developed taking into account knowledge and skills integral for social work with clients served by Title XX agencies.

In order to be "certified" as having completed the Family and Children's Services Specialty, the student/practitioner must complete the "platform" course (SWK 418 "Policies and Issues in Services to Families") and select any three additional courses from the remaining nine courses which are a part of the Specialty curriculum. The process of selecting which courses are most sensible for a particular person is handled through self-selection and advising sessions. Upon completion of the four courses with a proper grade point average (2.5 gpa on a 4.0 scale), the student is awarded a certificate recognizing completion of the Specialty and an appropriate notation is entered on the student's academic record. A student or practitioner may elect to complete the Specialty or to take only one or two courses. Whereas electing only one or two is undoubtedly better than none, it provides only a minimal exposure to the field. Students may enroll in the courses for graduate credit and course expectations are adjusted accordingly.

Social Work 418 "Policies and Issues in Services to Families" is the foundation or platform course for the curriculum, a course which exposes students to an overview of this field. Students study the evolution of policy as it affects families and the actual structure of service delivery systems, programs, and practice issues in this field. Although they are not designated as required classes, three other courses are considered to be the core of the Specialty. These courses are SWK 419 "Family Centered Practice", SWK 420 "Working with Aging People", and SWK 422 "Specialized Services for Families with Children in Placement". Whenever appropriate, students are advised to enroll in one or more of these courses in addition to the "platform" course.

The "Family Centered Practice" (SWK 419) class is focused on working with stress-ridden families in danger of breakup, so called "families-at-risk", with the view toward intervening in the total ecological environment so that the family will remain intact. "Working with Aging People" (SWK 420) presents knowledge about the aging process and the delivery of social services to older people. Adult services and protective services for adults are emphasized. Social Work 422, "Specialized Services for Families with Children in Placement," is an introductory course in permanency planning, with emphasis

on creative use of foster parents working with natural families as part of the treatment team. Again, restoration of the natural family whenever possible is seen as an ultimate goal. Developing constructive practice approaches to abuse and neglect, and facilitating adoption when necessary are other objectives of this course.

The course entitled "Handicapping Conditions: Practice Issues" (SWK 424) is designed to help students become more sensitive to and knowledgeable about disabling conditions. It surveys the major intellectual, mental, and physical impairments (e.g. mental retardation, schizophrenia, and cerebral palsy) helping students to grasp the psycosocial and cultural implications of each. The course identifies the service systems involved in these handicapping conditions and stresses practice skills required to successfully intervene on behalf of the disabled person and his/her family. SWK 431 "Substance Abuse" presents the impact substance abuse has on the abuser and his/her family. Special attention is given to alcoholism. The course presents the skills the social worker needs in assessing and intervening to reduce substance abuse problems.

"Group Work with Children and Families" (SWK 435) presents group work skills which are applied to social work practice with groups of children and families. The use of group practice in public social service agencies is emphasized. The course entitled "The Law and Social Work with the Family" (SWK 460) is directed at the interface of domestic or family difficulties. It focuses attention on the social workers role in family-law cases in such areas as divorce, termination of parental rights, custody, institutionalization and child abuse. Students learn practice skills needed to help clients deal with family problems involving legal processes.

"Social Work, Sex and the Family" (SWK 465) directs attention to human sexuality within the family context. It explores the biological and psychosocial aspects of human sexuality as they are manifest during the life cycle. The dynamics of sexual behavior and role relationships are examined as are the special kinds of problems with which social workers are confronted. Some of these include: childhood sexual abuse, sexual dysfunction, teenage pregnancy, and abortion counseling. Students learn how to recognize sexual needs and problems and to provide appropriate services. SWK 470 "Supervising Staff and Volunteers" presents basic principles of supervision. A special emphasis is given to working with, training and supervising volunteers.

Sequence and Curriculum Tracks

The FCSS curriculum consists of ten courses. Only one of those courses, "Policies and Issues in Services to Families" (SWK 418) is required. Students then select any three of the remaining nine courses.

Persons taking the FCSS courses come from a wide variety of backgrounds, agencies and interests. The courses are open on-campus to social work majors and occasionally to students in departments other than social work (occupational therapy, nursing, education, criminal justice, home economics, etc.). Off-campus, they are offered to practitioners in a variety of settings. Students have tended to take courses grouped into several identifiable practice sequences.

The General Family and Children's Services Track:

The original four courses in the FCSS are those now identified as the General Family and Children's Services Track.

-SWK 418 Policies and Issues in Services to Families
-SWK 419 Family Centered Practice
-SWK 420 Working with Aging People
-SWK 422 Specialized Services for Families with Children in Placement

The Child Welfare Track:

The other major sequence of courses is the Child Welfare Track. SWK 418, 419, and 422 are considered the core of this track.

-SWK 418 Policies and Issues in Services to Families
Plus three of the following:
-SWK 419 Family Centered Practice
-SWK 422 Specialized Services for Families with Children in Placement
-SWK 424 Handicapping Conditions: Practice Issues
-SWK 431 Substance Abuse
-SWK 435 Group Work with Children and Families
-SWK 460 The Law and Social Work with the Family
-SWK 465 Social Work, Sex and the Family

The Adult Services Track:

As the FCSS evolved, many workers in adult services settings began to identify subjects that were especially relevant to their practice with handicapped, dependent and elderly adults. An adult services track resulted. SWK 418, 419 and 420 are considered to be the core of this track.

-SWK 418 Policies and Issues in Services to Families
Plus three of the following:
-SWK 419 Family Centered Practice
-SWK 420 Working with Aging People
-SWK 424 Handicapping Conditions: Practice Issues
-SWK 431 Substance Abuse
-SWK 460 The Law and Social Work with the Family

The Supervisory Track:

Baccalaureate level workers frequently find themselves as not only supervisees, but engaged in supervision themselves, especially of substitute caregivers and of volunteers. Their need for more education around issues of supervision led to the development of a supervisory sequence.

-SWK 418 Policies and Issues in Services to Families
-SWK 419 Family Centered Practice
-SWK 460 The Law and Social Work with the Family
-SWK 470 Supervising Staff and Volunteers

Off Campus Courses

Until the evolution of the FCSS, the social work program had not offered any continuing education classes. One of the major achievements of the FCSS was the development of regular off-campus offerings, either on-site in agencies or in nearby educational facilities such as community colleges.

A prior needs assessment is done within an agency requesting classes and the program attempts to offer those courses in which interest is expressed. There is an effort made to offer the required policy course in every interested setting within a reasonable period of time, so that off-campus students, who are usually not degree candidates, can complete the FCSS concentration and be certified, since certification represents a major motivation for many of these students.

While regular full time faculty teach most of the off campus courses (offered within a radius of 60 miles, usually in the late afternoon or evening) there has been a need for part-time instructors, especially for such specilaized subjects as "The Law and Social Work with the Family" and "Substance Abuse". This need has caused a number of practitioners to become associated with the EMU program as instructors, and this has been viewed as a positive benefit to the program, since these part-time instructors represent the program in the larger practice community.

In general, the contact with many agencies and practitioners in southeast Michigan which is afforded through the vehicle of off-campus classes has proved to be a major asset and has been regularized into the program in such a way that continuing education is seen as an ongoing program objective.

Field Units

The FCSS has been funded to provide faculty supervised field work units of four to six students 16 hours per week in selected Title XX agencies. The presence of a faculty supervisor in the field full time with the students allows for placement of students in locations which could not otherwise, whether for reason of unqualified staff or lack of staff time, provide a setting for student placement. At first the units were in a variety of Title XX agencies, but recently only Departments of Social Services have been used for these units.

The presence of faculty and a group of students in an agency such as DSS provides dual benefits. The students and, especially, the faculty supervisor are appraised of current conditions, policies, and changes in the delivery of services. The agency benefits

by the opportunity for consultation with the faculty, in-service education and additonal manpower without corresponding drain on the agency supervisory resources. The EMU Social Work Program has benefited from the contact with agency supervisors and administrators through the vehicle of the bi-monthly FCSS Advisory Committee meeting.

The practicum model of faculty supervised, agency based student field placement units has proven to be of mutual benefit to the agency, student, and University. This model of field instruction provides a forum for the development and testing of practice competencies aimed at providing preventative, supportive, and rehabilitative services for families and children. Faculty supervised, agency based student field placement units provide an environment for the following:

1. Practical field experience training for future practitioners in family and children's services.
2. Provision of services by the student unit which complement and support agency staff efforts.
3. Collaborative planning and development of media and other educational components appropriate for both classroom and agency staff utilization.
4. Development of innovative models of practice and service components which can be integrated into existing agency programs.
5. Facilitation of the "testing" of Specialty course content and practice competencies.

Advisory Committee

An Advisory Committee was formed to assist in the development of the FCSS. This committee is composed of staff from each of the agencies which have faculty supervised student field units, a student representative from each of these units, project faculty and staff, and representatives from the Office of Management and Staff Development in the Michigan State Department of Social Services. This Committee assists in planning, coordination, and evaluation of the Specialty courses and agency-based student field placement units. The Advisory Committee also plays an integral part in both designing the curriculum and participating in the evaluation of student knowledge and skills as they relate to the goals of the Specialty curriculum.

PENDING ISSUES REGARDING CURRICULUM DESIGN

The Controversy About Curriculum Concentration on the BSW level

The EMU undergraduate program is committed to the development of elective curriculum concentrations. Already graduates of the EMU social work program are delivering complex services in mental health, child welfare, institutional and policy level jobs. As service delivery becomes more and more the province of the baccalaureate social worker, it becomes increasingly important to provide the BSW with specialized as well as basic knowledge.

How the differentiation between the AA, the BSW and the MSW will be worked out remains to be seen. Certainly a graduate program can provide in-depth training that is impossible for a baccalaureate program to achieve. Nevertheless, BSW programs can and should introduce students to principles of practice in particular fields in which BSW's are employed. This is as much a part of their basic social work education as is the generalist base content.

The EMU experience indicates that when a specialized curriculum is elective, focused on practice issues, and builds on core knowledge, values and skills, it adds breadth and diversity to the curriculum thus giving undergraduate students an introduction to the directions their subsequent education and practice might take. This relates directly to several of the goals of the EMU social work program, among which are to provide education for entry level practice and to prepare students for graduate school.

Agencies report a need for BSW workers who are familiar with family focused practice, but even more fundamentally, the need at a societal level for practitioners committed to family maintenance has become a priority issue at the national policy level in recent years. The EMU-FCSS curriculum is one of very few in the country to provide such a focus.

The Impact of the Source of Funding on Curriculum Design

Because the FCSS grant was funded with Title XX funds under the auspices of the Michigan Department of Social Services, contingencies relating to state fiscal problems have been continuously reflected in the ongoing design of the FCSS grant.

Off-campus classes were originally intended to serve services workers with BAs in non-social work fields who would enroll in specialty courses, either to improve their ability to deliver adequate service to families and children on their caseloads, or to add to their educational backgrounds in a convenient and usable way, since these courses were offered in the agencies and could be counted for graduate as well as undergraduate credit. The State of Michigan provided tuition reimbursement for DSS services workers. Thus it was reasonable to assume

that students in continuing education classes would already have experience working with families and children, and would have a basic knowledge of social work practice (some of it, to be sure, delivered by the agency after employment).

However, in 1979, services workers were no longer eligible for tuition reimbursement, while workers lower on the civil service scale, (primarily assistance payments workers, but also some clerical people) could still have part of their tuition paid. Furthermore, changes in civil service rules made it easier for persons hired by DSS in non-services jobs to advance into caseworker positions through the seniority system. So workers were motivated to finish their undergraduate degrees in order to qualify for promotion.

In Michigan the requirement for employment as a payments worker is an examination plus a high school diploma. As the FCSS classes have come to be made up predominantly or exclusively of these non-college graduates, it has been more difficult to teach the off-campus classes as advanced level specialty classes. Instructors have debated about how much to change the focus of their course outlines and how much "base knowledge" to provide. On the one hand, these are 400 level (senior or graduate) courses and should, therefore, be rigorously taught. On the other hand, the off-campus student population has been regularly changing and the pressure to simplify and to teach fundamentals has increased.

Since many of the present (1980-81) students will be the family and children's services workers of the future, the program has maintained a commitment to its original goal of teaching line workers how to serve and maintain families under stress. But in response to the need for additional base knowledge, several of the courses have been broken down into component parts (e.g. dealing with loss and grief, working with natural parents, training foster parents (components of the SWK 422 course) and offered as one credit modules. Other one credit modules have been even more basic: time management and decision making, family assessment, practice skills overview, etc. (see attached "Courses for Field Workers").

Measuring the Impact of the Family and Children's Services Specialty

In order to evaluate the success of the Specialty courses and the faculty supervised field units, the faculty devised several questionnaires to be used by students in classes, students in units, faculty supervisors and agency workers who were then surveyed at the end of each academic year. Descriptive outcomes were compiled and attempts made to compare FCSS students with students who had not had the FCSS experience, and to measure the impact of the student units and faculty supervision on agencies, as well as the impact of classes on each. The outcomes are uniformly positive. There is a continuing need for additional statistical analysis, and in the spring of 1981 an effort will be made to survey both the FCSS and a comparison group.

BENEFITS OF THE FCSS GRANT TO THE SOCIAL WORK PROGRAM AND THE AGENCIES: AN EVALUATION

There have been a number of serendipitous results of the program's five year experience with the FCSS grant. Most notably, the grant enabled an increase in the number of faculty and has greatly increased the social work program's impact within the university. Furthermore, the additional faculty has been recruited from a rich variety of backgrounds: child welfare training, legal services, services to the handicapped, family practice, and medical social work in an OEO funded clinic. These backgrounds have provided depth and expertise which would have otherwise been unavailable to the program.

The benefits to the program of faculty supervised field units are such that their use as an ongoing part of overall curriculum design is certain. The feasibility of a specialty within an undergraduate social work program has been demonstrated to the satisfaction of the program and the University. Also, the feasibility of off-campus classes and of continuing education as part of the ongoing curriculum has been substantiated.

The faculty supervised model of field placement is preferred by all parties. The students appreciate the intensive supervision possible under this model. The agencies welcome the faculty person as a resource who not only monitors and guides the student, but provides them with new input and a fresh point of view. The Social Work Program welcomes the opportunity to have unit placements available, in addition to the opportunity to be continually apprised of new developments in the practice community.

Behavioral and career outcomes for FCSS students and, especially for students in faculty supervised field units, have been extremely positive. Both formal and informal feedback indicate that students greatly value their FCSS classes, and agencies are surprised and pleased by the expertise the FCSS students bring to their practicum. Many students have expressed regret at not being able, for reasons of time, to take more FCSS classes. Also, the FCSS certification appears to aid BSW students in finding employment.

The FCSS grant has become the prototype for additional grant proposals. A Child Welfare traineeship grant under section 426 of the Social Security Act was funded in 1979 to provide scholarships to students in faculty supervised child welfare placements in Departments of Social Services. The two grants (Child Welfare and FCSS) have similar objectives and priorities and provide extremely helpful complementary functions.

Another major benefit of the FCSS grant has been the development of extensive audio-visual resources, including videotape equipment and a practice skills laboratory, funded by both the grant and the University. A library of tapes, movies and slides has been acquired and produced through similar cooperative effort.

There is no question but that the twice-weekly presence of faculty in agencies, the off-campus classes, and the bi-monthly Advisory Committee meetings have created an ongoing dialogue between the EMU Social Work Program and agencies which has enriched the perspectives of both. The FCSS has produced off-shoots reaching out into the social work community and has brought practice relevance and awareness of social realities back to the campus. The involvement of agency staff in the curriculum development and field placement processes has served to enhance agency understanding of the capabilities of BSW workers.

INTRODUCTION TO COURSE OUTLINES

The following material consists of course outlines for the ten courses regularly taught in the FCSS curriculum. As pointed out earlier, these courses form natural sequences according to student interest, but are not otherwise in any prescribed sequence. Prerequisites include two introductory courses in social work or experience as a service provider in a family and children's services agency.

However it should be noted that all courses complement each other in their focus on the family system as the primary social institution. For example, in "Services to Families with Children in Placement," the overarching goal is reunification of families and support for families under stress. In "Family Centered Practice," understanding of how family dysfunction occurs and how it can be strategically and structuraly countered is explored in depth. In "Working with Aging People," life cycle considerations are integrated with understanding of family tasks and goals, and in "Group Work with Children and Families," the family as a small group is considered, as well as the use of the non-related group to relieve family pressure and facilitate family maintenance.

All of the FCSS courses teach a common approach to knowledge, values and skills. The family system within an ecological framework is the basic viewpoint. There is a values assumption that foster care is, at best, an environment within which foster parents and other substitute caregivers actively work to reunite families with their children, while recognizing that foster care is all too often an unfortunate necessary evil, and that at worst it is overtly destructive of both families and individual children. The FCSS faculty concur with the opinion that all possible effort and resources should be poured into maintaining natural family units, and that idealization of substitute care for children has worked profound evil in the social fabric of our culture.

Specific teaching techniques are included for several courses, but it is assumed that more general techniques such as role playing, guided fantasy, family sculpting, brain storming, etc. are familiar to the reader. Also included are current (1981) bibliographies, with recognition that bibliographies are quickly out of date.

The following course outlines were edited primarily by Emily Jean McFadden.

SOCIAL WORK 418 - POLICIES AND ISSUES IN SERVICES TO FAMILIES

SYLLABUS

COURSE DESCRIPTION

This course is designed to acquaint students with the policies, programs and service delivery systems which pertain to families. The needs of families will be identified and the policies and programs that exist or might be established to meet these needs will be examined and critically analyzed.

Issues covered in this course will focus on the relationship between the family, its members and the complex social context in which they live and grow. It is anticipated that greater familiarity with these aspects of the social environment will enhance workers' understanding of a family and hence their ability to intervene in client systems in positive and effective ways.

COURSE OBJECTIVES

To identify and analyze crucial issues in the field of services to families and children.

To survey and analyze policies and legislation which affect these services.

To examine critically particular programs integral to the service delivery structure with respect to families and children.

To examine current trends, problems and needs of families as they relate to family policy.

COURSE REQUIREMENTS

All weighted equally - see below

1. two midterms
2. notebook
3. oral report
4. term paper
5. final

Students may choose to take any <u>two</u> of the three exams but <u>must</u> do the other assignments. <u>There will be no makeup exams</u>.

Graduate students will be expected to complete <u>annotated</u> bibliographies of five or more readings in conjunction with each report and paper and to write a more extensive term paper.

Attendance and <u>class participation</u> are considered in the grading procedure. Students will be called on to discuss the readings.

1. Midterms: Objective exams based on readings and lectures. One hour each.

2. Notebooks: Each student, in consultation with the instructor, will choose one area of interest in the family policy field and will compile a notebook (looseleaf or spiral) consisting of articles, clippings, photographs, and introductory narratives illustrating current status, dilemmas and proposals in that field. Students are expected to collect a significant amount of material over the course of the semester and notebooks should be ten to twenty pages long, depending on size and layouts.

3. Oral report: Based on material in notebook and on readings for the term paper, each student will give a ½ hour report and conduct a discussion on the topic selected. If more than one student selects a topic, reports may be given collaboratively. Students will be expected to include questions for class discussion in their content. An outline, including discussion questions, will be prepared by the presenter for each class member.

4. Term paper: Using the Gilbert and Specht model presented in class, each student will write a short (no more than ten pages) term paper suggesting a reform policy in the area on which the notebook was kept. Graduate students will include an annotated bibliography of not less than five relevant articles.

5. Final exam: Objective test.

REQUIRED BOOKS

Sheila Kamerman and Alfred Kahn, Social Services in the United States Policies and Programs, Temple University Press, 1976.

Paul E. Mott, Meeting Human Needs, The Social and Political History of Title XX, National Conference on Social Welfare, 1976.

Robert M. Rice, American Family Policy: Content and Context, Family Services Association of America, 1977.

RECOMMENDED BOOKS

Gilbert, Neil and Harry Specht, Dimensions of Social Welfare Policy. Prentice-Hall, 1974.

COURSE OUTLINE

Overview of course content - expectations and assignments. Beginning discussion of Social Welfare.

An historical and philosophical look at Social Welfare

Required reading:

Mott - chapter 1

21

Kamerman and Kahn - chapter 1

Optional reading:

Kamerman, S. and Kahn, A., "Explorations in Family Policy," Social Work, V. 21., May, 1976, pp. 181-186.

Steiner, Gilbert, The Children's Cause, The Brookings Institute, 1976. particularly chapter 1, "Private Families and Public Responsibilities", chapter 10, "Is a Children's Policy Feasible?" and chapter 7, "Lobbyists for Children."

The American Family

How do we define family?
What is its function?
Is the American family dying or changing?
What do families need?

Required reading:

Rice - chapters 1 and 2

Keniston, Kenneth, All Our Children, Harcourt Brace Jovanovich, 1977, read chapter 1 - "The Transformation of the Family"

Meeting Family needs - Social Services under Title XX of the Social Security Act

Required reading:

Mott - chapters 2-4 and Appendix A

A look at some major family needs and the programs shaped to meet those needs.

Child Care

Required reading:

Kamerman and Kahn - Chapter 2

Optional reading:

Steiner (see above) - chapter 2, "Intellectualizing Day Care"

Fraiberg, Selma, Every Child's Birth Right: In Defense of Mothering, Basic Books, 1977.

Child Abuse and Neglect

Required reading:

Kamerman and Kahn - Chapter 3

Optional reading:

Keniston (see above) - chapter 9, "Protecting Children Under the Law"

Cohn, Anne Harris, "Effective Treatment of Child Abuse and Neglect", in Social Work, V. 24, November 1979, pp. 513-520.

Fitzgerald, Joan, "Rights of Neglected Children and Attempts by the State to Regulate Family Relationships", Child Welfare Strategies in the Coming Years, DHEW, 1978.

Community Services for the Aged

Required reading:

Kamerman and Kahn - chapter 5

Monk, Abraham, "Family Support in Old Age" in Social Work, Volume 24, No. 6, November 1979, pp. 533-539.

Optional reading:

Etzione, Amitai, "Old People and Public Policy", Social Policy, V. 7, November 1976, pp. 21-29.

Family Planning

Required reading:

Kamerman and Kahn - chapter 6

Optional reading:

Howard, Marion, "Young Parent Families", in Child Welfare Strategies in the Coming Years (see above).

Family Planning Section (three articles) in Social Work, V. 24, November, 1979, pp. 478-499.

The Delivery of Social Services

Required reading:

Kamerman and Kahn - chapter 7

Optional reading:

Kalin, Alfred, "Perspectives on Access to Social Services", in Social Work, March, 1970, p. 90.

Keniston (see above) - chapter 7, "Services Families Need".

Income Maintenance

Required reading:

Keniston (see above) - chapter 2. "The Stacked Deck: Odds Against a Decent Life."

Bell, Carolyn S., "Should Every Job Support a Family?" Public Interest, 1975, V. 40, pp. 109-118.

Trader, Harriet P., "Welfare Policies and Black Families", Social Work, V. 24, November 1979, pp. 548-552.

Optional reading:

Rein, Mildred, "Determinants of the Work-Welfare Choice in AFCS," Social Service Review, December 1972, pp. 539-566.

Schorr, Alvin, "Alternatives in Income Maintenance," Social Work, July, 1966, pp. 22-29.

Ryan, William, Blaming the Victim, Vintage Books, 1971. Chapter 10, "In Praise of Loot and Clout."

Axinn, June and Herman Levin, "The Family Life Cycle and Economic Security", in Social Work, V. 24, #6, November 1979, pp. 540-547.

New Areas to Explore - Family Structure

Required reading:

Jenkins, Shirley, "Planning for Children of Divorce", in Child Welfare Strategies in the Coming Years.

Schorr, Alvin and Phyllis Moen, "The Single Parent and Public Policy", Social Policy, V. 9, March 1979, pp. 15-21.

Optional reading:

Section on Family Structure in Social Work, Vol. 24, Nov. 1979, pp. 460-477.

Benedek and Benedek, "Children of Divorce, Can We Meet Their Needs?" in Journal of Social Issues, V. 35, #4, 1979, pp. 155-169.

Spouse Abuse

Optional reading:

Star, Barbara, et. al., "Psychosocial Aspects of Wife Battering", Social Casework, Oct. 1979, pp. 479-487.

H.R. 2977 - Domestic Violence Prevention and Services Act, Dec. 14, 1979, 96th Congress (handout)

Toward A Family Policy

Is it feasible?
How can it be shaped?
What have other countries done?

Required reading:

Kamerman and Kahn - chapter 8, "The Emergence of the Personal Social Service System"

Rice - chapters 4 and 5

Rice, Robert, "Reducing Substitute Child Care Through National Family Policy" in Child Welfare Strategies in the Coming Years.

Kamerman and Kahn, "Comparative Analysis in Family Policy: A Case Study" in Social Work, V. 24, November, 1979, pp. 506-512.

Optional reading:

deLone, Richard, Small Futures, Harcourt Brace Jovanovich, 1979. Read chapter 3, "Help That Can Hurt" and Chapter 6, "Changing the Situation Steps Toward an Egalitarian Family Policy."

Kahn and Kamerman, Not For the Poor Alone: European Social Services, Temple University Press, 1975.

SOCIAL WORK 419 - FAMILY CENTERED PRACTICE

SYLLABUS

COURSE DESCRIPTION

Students will deepen their understanding of the family as a socialpsychological system which must meet the needs of both adults and children. In developing and implementing services to families and children, the prevention of placement whenever possible is seen as a primary goal. The course will enhance practice knowledge and skills in delivering preventive, supportive, therapeutic and supplementary services to families in need of help. Particular attention will be given to working with so-called vulnerable families in which children have been identified as neglected or abused.

COURSE OBJECTIVES

1. Students will identify 10 key issues in the delivery of services to families and children.

2. Students will define the family as a social system with complex patterns.

3. Students will demonstrate understanding of the developmental tasks of a family throughout the life cycle.

4. Students will map the structure of a family system.

5. Students will identify high risk and vulnerable family populations, and demonstrate knowledge of psychological, social, physical and economic indicators of child abuse and neglect.

6. Students will know the practice issues involved with involuntary clients, and demonstrate competence in planning/conducting an initial family interview.

7. Students will assess a family in its ecological environment.

8. Students will demonstrate awareness of a variety of supportive, supplemental and substitute services for families.

9. Students will demonstrate approaches to family counseling which have emerged from "family therapy" and the family and child welfare field.

REQUIRED TEXTS

Hartman, Ann. Finding Families: An Ecological Approach to Family Assessment in Adoption. Beverly Hills, California, Sage Publications, Inc. 1979.

Minuchin, Salvador. Families and Family Therapy. Cambridge, Mass., Harvard University Press, 1974.

Journal articles as listed in each unit.

COURSE REQUIREMENTS AND GRADING

1. "Key concept" reading guides are to be completed and turned in at the beginning of the class session. 10%

2. Class attendance and participation 10%

3. Mid-term exam { take home / in class } 30%

4. Class presentation (oral report) 20%

Term paper 30%

Note: A student with poor attendance will take a final exam. No make-ups allowed except in case of serious illness, with doctor's note required.

UNIT I: SERVICE TO FAMILIES AND CHILDREN - AN OVERVIEW

In the beginning segment, students will be introduced to the field of services to families and children. We will briefly look at some of the major theoretical issues, historical and contemporary social welfare policies affecting families and children, and the organization of social welfare programs and social work practice in this field as they have developed over the years.

Required reading:

Polier, Justine Wise. "Professional Abuse of Children: Responsibility for the Delivery of Services," American Journal of Orthopsychiatry, Vol. 45, No. 3, April, 1975, pp. 357-362.

Calhoun, John. "Developing a Family Perspective," Children Today, March-April, 1980.

"Key concept" sheet

UNIT II: FAMILIES - A BROAD VIEW

The family as a social system will be viewed from many angles in an effort to build a comprehensive understanding of the family in its ecological environment and as a complex system of roles, communication, affective and other patterns. These patterns exist in space and over time heavily influence the identity and development of children. The needs of families for healthy family growth and functioning will be discussed.

Required reading:

Minuchin text - chapters 1-4, pp. 1-88.

Handel, Gerald. "The Family as a Psychosocial Organization," Chapter 1 in Handel, Gerald (ed.), The Psychosocial Interior of the Family, 2nd edition, Chicago, Aldine-Atherton, 1972.

Mannino, F.V. and Shore. "Ecologically-Oriented Family Intervention," Family Process, December, 1972, pp. 499-505.

"Key concept" sheet

UNIT III: FAMILY PROBLEMS AND DYSFUNCTIONS

How do families become vulnerable? What causes family breakdown? Students will explore a range of family problems and types of dysfunctioning, including psychological, social, physical and economic. Emphasis will be given to examining so-called high risk or "multiproblem" families, poor families, and those families defined as potentially neglectful or abusive of children.

Required reading:

Minuchin, Salvador, "The Disorganized and Disadvantaged Family: Structure and Process." Chapter 5 in Families of the Slums. New York, Basic Books, Inc., pp. 192-243.

Gelles, Richard J. "The Social Construction of Child Abuse," American Journal of Orthopsychiatry, April, 1975, pp. 363-371.

Gil, David. "Unravelling Child Abuse", American Journal of Orthopsychiatry, April, 1975, pp. 346-356.

Giovanni, Jeanne and Andrew Billingsley, "Child Neglect Among the Poor: A Study of Parental Adequacy in Families of Three Ethnic Groups", Child Welfare, April, 1970, pp. 196-204.

Minuchin, Salvador. "The Plight of the Poverty Stricken Family in the United States, Child Welfare, April, 1970, pp. 124-130.

Zalba, Serapia R. "The Abused Child: (I); A Survey of the Problem," Social Work, October, 1966, pp. 3-16, and (II) Typology for Classification, Social Work, January, 1967, pp. 70-79.

"Key concept" sheets - Minuchin
"Key concept" sheets - other articles

UNIT IV: FAMILIES IN CRISIS - DEVELOPMENTAL AND SITUATIONS

Who are the families served, how do they get to the helping professions, and are their problems defined? What is the role of the social worker? The "beginnings" of practice with families and children in need of services will be explored. Particular attention will be given to the theoretical and practice issues involved in working with involuntary clients.

Goldberg, Gale. "Breaking the Communication Barrier: The Initial Interview with an Abusing Parent." Child Welfare, April, 1975, pp. 274-282.

Franklin, Paul and Prosky, Phoebe. "A Standard Initial Interview," in Black, Donald, Techniques of Family Psychotherapy. New York, Green and Stratton, 1973.

"Key concept" sheet

MIDTERM

UNIT V: FAMILY ASSESSMENT

Responsible social work practice should rest on an intelligent, informed and complete as possible assessment of family problems, needs, strengths and resources. In this unit, students will learn to make an assessment of the family system in its ecological environment.

Required reading:

Hartman text - read entire book, except for final chapter

Minuchin text - read chapters 5, 6, and 7, pp. 89-137.

Billingsly, Andrew. "Family Functioning in the Low-Income Black Community," Social Casework, December, 1969, pp. 563-572.

"Key concept" sheet - Hartman
"Key concept" sheet - Minuchin and Billingsly

UNIT VI: CONNECTING THE FAMILY WITH RESOURCES

Social workers intervene in many ways, on many levels and perform many different roles in helping families. In the next two units, we will look at a variety of supportive, supplemental and/or substitute services for families and children.

Bean, Shirley L. "The Parents' Center Project: A Multiservice Approach to the Prevention of Child Abuse," Child Welfare, May, 1971, pp. 277-282.

Students will complete additional readings in this unit as part of their class reports.

"Key concept" sheet

UNIT VII: INTERVENTION WITH THE FAMILY

Although child welfare has traditionally stated that its aim is to preserve and strengthen family life, social workers have frequently lacked the training, knowledge or resources to adequately help troubled families. Too often, out of desperation, placement of children out of the home has seemed the only viable solution. Once out of the home it becomes even

more difficult to improve and strengthen family relationships. In this unit we will look at approaches to family counseling which have emerged from the "family therapy" field and from the family and child welfare field.

Required reading:

Minuchin text - chapters 8-12, pp. 138-240.

Look through Standards for Child Protection Services, Child Welfare League of America, revised 1973. (on reserve)

Epstein, N. and A. Shainline, "Paraprofessional Parent-Aides and Disadvantaged Families," Social Casework, April, 1974, pp. 230-236.

Holmes, Sally et. al. "Working With the Parent in Child Abuse Cases", Social Casework, January, 1975, pp. 3-12.

Copan, S. et. al. "The Stresses of Treating Child Abuse", Children Today, Jan.-Feb., 1979, pp. 22-27.

"Key concept" sheet

OPTIONAL READINGS

I have a variety of resources for optional readings (i.e. presentation) if you need help selecting one. All presentation topics and readings must be cleared with me.

SOCIAL WORK 419 - FAMILY CENTERED PRACTICE

INSTRUCTIONAL TECHNIQUES

Readings

A set of "key concepts" have been developed to guide student's reading. These questions on the readings are not graded, but are checked in each week. The "key concepts" provide structure for the readings, and are the basis of objective test evaluation, so that the student can review from his/her own prepared outlines.

Experiential Learning: Family Sculpting

On the first night of class students are invited to discuss and describe the "fantasy" or "ideal" American family. This family is sculpted by the instructor, with student volunteers assuming the position of each family member. Through a consensus process the class determines the composition of the ideal family members, (sex, ages) and their "sculpted" positions (touching, apart, standing, seated, etc.) which portray relationships within the family. The sculpted family members remain in their positions without speaking while the class elaborates on their ideal family in terms of occupations, interests, where they live, leisure activities, etc. The sculpted family members are then invited to talk about their experience in the ideal family: How does the physical position feel? What are the strains? Do they feel too close or too distanced from each other? Following the "sculpting" the class is asked "How many of you have families like this "ideal" family? A discussion ensues of the discrepancies between real families and the idealized or normative family which is part of the stereotype or myth. This exercise introduces some basic concepts about position in family structure, the family as a system, and brings into focus some of the students values and fantasies about family life.

Later, when case material is introduced, the family studied is sculpted, and is later resculpted into more comfortable less stressful positions.

Experiential Learning: Role Play

Role play can be used extensively in practicing skills or in gaining a deeper understanding of case materials. Several examples are:

1) Intervention in a mild abuse episode. After reading and discussion of ways in which to reach out to the abusive parent, the class is formed into dyads, with one student the parent, and one student the social worker. The situation as set up is that the frustrated parent, in the agency waiting room is trying to control the behavior of a toddler through threats, slapping, spanking and jerking the child by the arm. The

worker comes out to meet with the client, and must handle the situation. After the role play, with the "parent" giving feedback to the "worker" on empathy and effectiveness, the roles are reversed.

2) Telling the parent that the child's injuries require hospitalization. Again, the dyads or triads are formed, with the setting being a hospital waiting room. The "worker" (who may choose to be a protective service worker, a hospital social worker, or a family worker who has accompanied the abusive parents) is asked to inform the parents of the child's injuries and of the involvement of protective services and/or court.

Both of the above examples are used in conjunction with Unit IV: Families in Crisis. Further use of role play is effective in illustrating Unit III (The Disorganized Family), Unit VI (Connecting the Family with Resources) and Unit VII (Intervention with the Family).

Experiential Learning: Designing an Intervention with One's Own Family

Before a holiday vacation the class discusses a variety of low level interventions with their families of origin. Some of these interventions are: sitting in someone else's "assigned" chair at the holiday dinner table, opening communication with an isolated family member (Grandpa or Aunt Tillie), asking elder members about family history, etc. They are asked to observe the reactions of the family system, and to be aware of their own reactions. This generates a great deal of discussion both before and after the holiday as students observe first hand some of the transactional patterns they grew up with, and the strength of the family system rules and mechanisms.

Assignments

Students are asked to visit a local agency providing service to families and report on it.

Students are asked to write a term paper on:

a "school" of family therapy

or

a family related issues

or

a study of their own family

Assessment

Students are asked to work in dyads and do an eco-map and/or genogram with each other and discuss the techniques and processes.

Structural "mapping" is studied and applied to case material, to their families of origin, and/or to case material in the agency (if the student is in field placement).

The Use of Resource People

The videotape of Past and Future of a Parent was made with members of this class observing the interview in the TV studio, and participating in taping of a panel discussion.

The parent of a handicapped child and a local advocate has spoken on "the impact of a handicapped child on the family."

Often student's projects serve to identify local agency resource persons, who the students involve in the class presentation. Students themselves may bring to the class a variety of strengths and experiences and be used as resource persons in their areas of expertise; a professional homemaker who works with families in crisis; an active member of Parents Without Partners; and a Special Education teacher have enriched class discussion with presentations on services to families.

The basic format of Social Work Practice with the Total Family is to examine the knowledge base of a unit through readings, key concepts, mini-lectures and discussion. Then, in the class session to deal with values and skills in a focused practice sense through role play, sculpting, assessment of case material or use of audio-visuals.

SOCIAL WORK 419 - SOCIAL WORK PRACTICE
WITH THE TOTAL FAMILY

AUDIO-VISUAL RESOURCES

Videotapes	Vantage Point (Disorganized Disadvantaged Families)
	The Genogram Interview (Family Assessment)
	The Past and Future of a Parent (Family Problems and Dysfunctions)
Films	Don't Give Up On Me (Intervention in the Family)
	Interviewing the Abused Child
Filmstrip	Loss, Concept Media (Families - A Broad View)

SUPPLEMENTARY BIBLIOGRAPHY FOR THE INSTRUCTOR

from Germain, Carel. Social Work Practice: People and Environments. New York: Columbia University Press, 1979.

Hartman, Ann, "The Extended Family As a Resource for Change: An Ecological Approach to Family Centered Practice."

Laird, Joan, "An Ecological Approach to Child Welfare: Issues of Family Identity and Continuity."

Maluccio, Anthony, "Promoting Competence Through Life Experience."

SOCIAL WORK 420 - WORKING WITH AGING PEOPLE

SYLLABUS

COURSE DESCRIPTION

This course is designed to provide social work students and students in related disciplines with awareness, knowledge, and skills necessary to:

1) enhance their understanding of the pleasures, problems, and needs of aging people, and to

2) develop their effectiveness in providing services to and working with aging people.

This course emphasizes the role of human service professionals in direct service to aging people. It is designed to help the students apply theoretical knowledge to direct practice with individuals, groups, and communities.

COURSE OBJECTIVES

In order to provide students with the awareness, knowledge, and skills described above, the following objectives will be met:

1) Students will gain an historical perspective of how society has viewed and treated older people from revolutionary days to the present.

2) Students will learn how their personal and professional values as well as societal values impact upon their work with older people.

3) Students will review biological, psychological, and sociological knowledge about the aging process and learn how this knowledge can be applied in working with aging people.

4) Students will review the gratifications and freedoms associated with aging and dying processess as experienced and expressed by older people.

5) Students will review the problems facing older people and understand the impact these problems have on the older person's adjustment to aging, as well as to dying.

6) Students will critically examine the impact of key governmental social policies on older people.

7) Students will gain a working knowledge of the programs and services available to older people.

8) Students will learn how to assess the needs of an older person from a social systems perspective.

9) Students will learn the different intervention approaches and professional roles which are appropriate when working with older people.

10) Students will gain a working knowledge of interpersonal techniques and program designs which are effective when working with aging people.

11) Students will begin to develop professional values and philosophy about the process of aging, the elderly, and the role of supportive social services in the lives of the aged.

REQUIRED TEXTS

Lowy, Louis. Social Work with the Aging. New York: Harper and Row, 1979.

Course pack - articles reprints

COURSE REQUIREMENTS

1) Class Attendance and Participation. Attendance will be taken periodically. All students are expected to participate in class discussions and activities and to meet with the instructor individually on their own initiative as needed.

2) Readings. "Required" and "recommended" readings for the course are specified below. Adjustments to both types of reading assignments may be made as individual and class interests develop. A bibliography of additional references is provided to assist in mastering course content and for use in preparing course assignments. Reading assignments should be completed prior to class for which they are assigned. Information from the readings will be included in course examinations.
Please note: "Required," "recommended," and "supplemental" readings reflect the wide and varied material available in the "literature of aging." Students are encouraged to familiarize themselves with all of the material and to suggest other references relevent to their individual personal and professional interest (which, with the instructor's permission, may be substituted for "required" readings). Additionally, arrangements may be made with the instructor where a student wishes to explore a topic not delineated in the syllabus, or to read more in-depth in an area already defined.

3) Class Project. Students are to form teams of two or three and each team is to visit a facility for the aged (nursing home, senior center, retirement community, volunteer program) and give a half hour report to the class. Reports should consider numerous questions of which a representative sample would include: agency's purpose; philosophy of service delivery; goals for clients; agency's strengths and weaknesses; agency's connections with other similar-service agencies; range of service's offered; role of professionals, paraprofessionals, volunteers; funding sources and any threats to program from State and

Federal cut-backs; opinion of agency and services from client's point-of-view. A more in-depth range of considerations can be obtained from the instructor.

Teams will be graded as a unit and consideration will be given to the creative use of supporting documentations such as bibliographies, descriptive agency brochures, references to course content and readings, photographs, etc.

All site visits must be approved in advance by the instructor.

4) Term Paper. On the basis of acquaintance with an elderly person, or using case material from one of the reading sources (e.g.: Sarton, As We Are Now; HEW, Working With Older People;), students are to devise an ideal intervention strategy for the individual or group described. As this is an opportunity to be imaginative and creative, the only criteria are realistic availability of resources and an adequate descriptive assessment of both the individual (or group) and the situation on which the strategy is based. The paper should not exceed 10 pages.

5) Midterm Examination. One hour short answer examination on the readings and lectures.

6) Final Examination. The final examination will cover readings, lectures, and classroom activities.

7) Volunteer Participation in Adopt-A-Grandparent Program. Students may voluntarily participate in the Washtenaw County Community Mental Health Center's program geared to elderly men and women living in Ypsilanti adult foster care homes. Involvement includes at least one hour a week with a client and one hour a week in supervision with the Mental Health Center staff.

A complete explanation of the program, its goals and scope, will be made by the Coordinator of the Adopt-A-Grandparent Program, at the beginning of the second class session.

Students who select this option will automatically fulfill course requirements #3 and #4. Four brief written reports to the instructor will be required as well as a 30 minute class presentation at the end of the course.

COURSE TOPICS AND READING GUIDE

1) Aging in America - A brief historical perspective describing societal views from revolutionary days to the present.

Required reading:

Achenbaum, W. Andrew. Old Age in the New Land. Baltimore: Johns Hopkins University Press, 1978. Part I: Chapter 1-3, pp. 9-54.

2) Who Are the Elderly - A Demographic View

Required reading:

Lowy - chapter 3

3) Values and Myths Surrounding Aging - The impact which societal, professional, and personal values have upon the older person and upon the professional who works with older people.

Required reading:

Lowy - chapters 4 and 5

Kosberg, J. and A. Harris. "Attitudes Toward Elderly Clients." NASW Reprint.

4) Theory and Knowledge About Aging - A review of biological, psychological, and sociological perspectives on aging.

Required reading:

Kimmel, Douglas C. Adulthood and Aging - An Interdisciplinary Developmental View. New York: John Wiley and Sons, 1974. Chapter 8, "Biological and Intellectual Aspects of Aging." pp. 343-390.

Lowy - chapter 9

5) a) Aging: Challenges and Joys - A celebration by older people as they experience their aging and dying processes.

This class to be a two hour public celebration (open to University and community participants) titled: "GROWING OLDER: A CELEBRATION OF AGING" to incorporate multi-media presentation (slides, movies, books, individual presentations, music, dramatic readings) and emphasize the positives of aging.

b) Aging: Challenges and Problems - Factors which frequently create the need for services for older people.

Required reading:

Manney, James D. "Concepts and Issues in Aging." Ann Arbor, Michigan: Institute of Gerontology: University of Michigan, Wayne State University.

DHEW. Working with Older People: A Guide to Practice, Volume II: Human Services. Chapter 3.

Loether, Herman J. Problems of Aging. Belmont, California: Dickenson Publishing Company, 1975. Chapters 4, 5, 6, 7, and 8. pp. 43-130.

6) Developing Social Policy Regarding the Elderly

Required reading:

Lowy - chapter 14

Achenbaum - chapters 7 and 8

7) Program and Services for the Aging and Aged: Adult Protective Services, Adult Foster Care, Advocacy Groups, Councils on Aging, Day care, Home Care, Elderhostels, Hospices, Information and Referral, Medicare-Medicaid, Nursing Homes, Senior Centers, Social Security, Volunteer Programs, etc.

Required reading:

Lowy - chapters 6, 7, and 8

DHEW. Working With Older People . . . . Chapters 2 and 4.

Dychtwald, K. "Humanistic Gerontology - A Positive Approach to Aging and Elderly Care." The Humanist. Volume 40, No. 4 (July/August, 1980), pp. 26-32; 47.

Recommended reading:

A. Adult Protective Services

Bennett, Louis L. "Protective Services for the Aged", Social Service Review, 39, 3, (September, 1965), pp. 283-293.

B. Adult Foster Care

Sherman, Susan R., and Evelyn S. Newman, "Role of the Caseworker in Adult Foster care," Social Work, 24, 4, (July, 1979), pp. 324-328.

C. Day Care and Home Care

Axelrod, T. "Innovative Roles for Social Workers in Home-Care Programs." NASW Reprint.

D. Nursing Homes

Austin, M.J. and J.I. Kosberg. "Social Service Programming in Nursing Homes." NASW Reprint.

E. Senior Centers

Vickery, Florence E. Creative Programming for Older Adults. New York: Association Press, 1972. Chapter 9, pp. 124-138.

8) Working With the Elderly: Practice Approaches and Techniques

Required reading:

Lowy - chapters 10, 11, 12, and 13

Recommended reading:

Cormican, "Task-Centered Model for Work with the Aged." NASW Reprint.

Keller and Hughston. Counseling the Elderly. New York: Harper and Row, 1981. Chapters 3, 4, and 5, pp. 35-132.

A. Institutionalized Elders

Required reading:

Weiner, M., et. al. Working With the Aged - Practical Approaches in the Institution and Community. Englewood Cliffs, NJ: Prentice-Hall, 1978. Chapter 4, pp. 56-62.

Recommended reading:

Weiner, M., et. al. Working With the Aged . . . . Chapters 5, 6, 7, 8, 9, 10: pp. 56-167.

"Relocation" - adopted from "Relocation of the Elderly" by Beverly A. Yawney and Darrel L. Slover, Social Work, Vol. 18, No. 3, May, 1973, pp. 86-95.

Brody, et. al. "Individualizing Therapy for the Mentally Impaired Aged." NASW Reprint.

B. Elders in the Community

Required reading:

Cohen, R. "Outreach and Advocacy in the Treatment of the Aged." NASW Reprint.

Petty, et. al. "Support Groups for Elderly Persons in the Community." NASW Reprint.

Recommended reading:

Weiner, M. et. al. Working With the Aged . . . . Chapters 11 and 12, pp. 169-204.

Solomon, J. "Outreach Services in 'God's Waiting Room'". NASW Reprint.

C. Elderly Members of Minority Groups

Required readings:

Dancy, Jr., J. The Black Elderly: A Guide for Practitioners. Ann Arbor: Institute of Gerontology, University of Michigan, Wayne State University, 1977, pp. 3-7: Appendix A, p. 36.

Uits, Carole. "Self Image and Poles," in No Longer Young: The Older Woman In America. Work Group Reports from 26th Annual Conference on Aging. Ann Arbor: Institute of Gerontology, University of Michigan, Wayne State University, 1974, pp. 43-46.

Dickerson, Hamilton, Duber and Segal. "The Aged Mentally Retarded: The Invisible Client - A Challenge to the Community", in Sweeney, D.P. and T.Y. Wilson (eds.). Double Jeopardy: The Plight of Aging and Aged Developmentally Disabled Persons in Mid-America. Ann Arbor: University of Michigan, 1979, pp. 8-35.

Recommended reading:

Carp, F. "Communicating With Elderly Mexican-Americans." NASW Reprint.

Barg, S. and S. Hirsch. "A Successor Model for Community Support of Low-Income Minority Group Aged." NASW Reprint.

Fujii, S. "Elderly Asian Americans and Use of Public Services." NASW Reprint.

D. Dying, Death, and Survivorship

Required reading:

Kimmel, Douglas D. Adulthood and Aging . . . . Chapter 9, pp. 403-437.

Kubler-Ross. Death - The Final Stage of Growth. Englewood Cliffs, NJ: Prentice-Hall, 1975. Forward, Preface, and Introduction, pp. x-xxii; 1-3.

Imara, M. "Dying As The Last Stage of Growth." In Kubler-Ross. Death - The Final Stage of Growth. Englewood Cliffs, NJ: Prentice-Hall, 1975. pp. 145-163.

SOCIAL WORK 420 - WORKING WITH AGING PEOPLE

SUPPLEMENTARY BIBLIOGRAPHY

(pb) demotes available at retail bookstores in paperback edition

Blythe, Ronald. The View in Winter: Reflections On Old Age. New York: Harcourt, Brace, Jovanovich, 1979. (pb)
A mosaic of portraits and social history of the members of an English village.

Brown, M., ed. Readings In Gerontology, 2nd edition. St. Louis: Mosby, 1978. (pb)
A collection of articles directed toward a multidisciplinary approach to the study of the aged.

Butler and Lewis. Aging and Mental Health: Positive Psychosocial Approaches, 2nd edition. St. Louis, Mosby, 1977. (pb)
A comprehensive text sometimes used in "psychology of aging" courses.

Butler, Robert. Why Survive - Growing Old in America. New York: Harper and Row, 1975. (pb)
A critique of social policies and attitudes affecting the aged.

Curtin, Sharon R. Nobody Ever Died of Old Age: In Praise of Old People, In Outrage At Their Loneliness. Boston; Little, Brown, 1972. (pb)
A passionate, sensitive, personal account of people, some aged, all aging.

Hine, Virginia. Last Letter to the Pebble People. Santa Cruz, CA: Unity Press, 1979. (pb)
A remarkable, moving account of experiencing life fully, as a husband and wife, with the support of family, friends, and "pebble people," struggle through the husband's dying process.

Kanin, Garson. It Takes a Long Time to Become Young. Garden City, New York: Doubleday, 1978. (pb)
Being "An Entertainment in the Form of a Declaration of War on the Mindless Youth Cult That Has Our Time in Its Grip: Demoralizing Our People, Weakening Our System, Depleting Our Energy, Feeding Our Depression, Wasting Our Experience, Betraying Our Democracy. and Blowing Out Brains."

Neugarten, Bernice. Middle Age and Aging. Chicago: University of Chicago Press, 1968.
A classic research study as well as a collection of papers on the subject.

Nouwen, Henri and Walter J. Garrney. Aging, The Fulfillment of Life. Garden City, New York: Doubleday, 1974. (pb)
A beautiful photographic and spiritual essay on what aging means and can mean.

Sarton, May. As We Are Now. New York: W.W. Norton, 1973.
A terse, devastating novel, written in journal form, dealing with an old woman trying to stay alive in a remote, country nursing home.

Seskin, Jane. More than Mere Survival: Conversations With Women Over 65. New York: Newsweek Books, 1980.
A collection of personal experiences, mostly of professional and public figures, which testifies to the diversity of lifestyles within this age group.

Tournier, Paul. Learn to Grow Old. New York: Harper and Row, 1972. (pb)
A Swiss psychologist looks in depth at old age, work, and retirement. A final section looks at acceptance and faith, and various philosophical positions on death.

Wasser, Edna. Creative Approaches in Casework with the Aging. New York: Family Service Association of America, 1966. (pb)
A thorough look at the concepts relevant to casework with older persons and of the process of treatment from intake to goal implementation.

SOCIAL WORK 420 - WORKING WITH AGING PEOPLE

INSTRUCTIONAL TECHNIQUES

1. Awareness exercise: Divide class into groups of four to six. Ask them to imagine themselves to be 70 years old. Have them write their thoughts on paper - then ask them to share. Allow about 10 minutes for writing (make it clear these are notes for their own use) and 20 minutes for the sharing. Then reconvene the class and ask the following:

   - was this a pleasant or an unpleasant experience? Why?
   - did you imagine yourself different from, or the same as you are now as far as personality is concerned?
   - what would you imagine your concerns to be? From answers to this question, a list of conerns can be developed on the blackboard and contrasted with the actual concerns of the aged. Usually a sharp discrepency will appear, with old people rating senility, poverty and loneliness at the top of their list of fears, and young people rating death, disability and loss at the top of theirs. This then leads to a discussion of what happens during the aging process to change these awarenesses.

2. Show the film "See No Evil". Have the students role play possible interventions with each of the aged couples, especially focusing on how to establish a beginning relationship with a depressed, angry, resistant person. Develop possible strategies for enhancing their relationship in such a way that each of their needs is better met and the separation portrayed in the film need not occur.

3. Sensory deprivation exercise: Provide glasses smeared with vaseline to students and have them (in pairs - one person should be able to see for safety reasons) negotiate the building and report to the class what it felt like. A longer version of this exercise involves having students, as a project, wear "doctored" glasses for a longer period (½ day) both inside and outside, and write a report. The same exercise can be used for hearing deprivation by stuffing ears with cotton, though it should be stressed that hearing loss does not usually occur as an overall muffling, at least at first.

SOCIAL WORK 422 - SPECIALIZED SERVICES FOR FAMILIES WITH CHILDREN IN PLACEMENT

SYLLABUS

COURSE DESCRIPTION

This course will provide education and training for direct practice in family and children's settings. Emphasis will be on preventing placement, serving families where placement has occurred, and serving children in placement.

OBJECTIVES

1. Students will learn the differential needs of children by developmental stages.

2. Students will learn to assess family systems and develop treatment strategies which enhance family integrity.

3. Students will analyze services in three major service systems
   a. protective services
   b. child welfare (adoption and foster care)
   c. juvenile court

4. Students will learn direct practice skills needed in these settings.

5. Students will learn teamwork with substitute care givers in meeting the developmental needs of the child, in understanding the importance of the biological family to the child in placement, and in fulfilling the child's right to a permanent family.

6. Students will explore the role of racism, sexism and classism on placement decisions.

7. Students will learn techniques of dealing with role strain experienced in child welfare settings.

COURSE REQUIREMENTS

1. Required readings as indicated on course outline.
2. Class attendance and active participation in class discussion.
3. Agency visit and written assessment. Each student is required to visit a local child welfare agency. (See instructor for suggestions and approval). Write a brief report (not more than five typed pages) describing the setting, what the goals of the agency are, how they meet these goals and what your personal reaction is to the program. Include an annotated bibliography of six or more outside readings upon which you base your argument that the agency or program is or is not meeting the needs of the

target client population. Two or three students may work together, submit the same report with individual bibliographies and personal reaction statement.

4. Mid-term based on readings and class discussion.
5. Final exam.
6. In addition, students taking course for graduate credit will be required to submit a term paper which is 10-12 pages typed, with bibliography and footnotes.

Grading Policy:

Attendance and participation
Agency assessment
Midterm
Final or term paper
are all equally weighted in determining grade

TEXTS

1. Lela Costin, Child Welfare: Policies and Practices, McGraw-Hill, Inc. 1979.

2. Ryan, Patricia, Bruce Warren and Emily Jean McFadden, Seventeen Course Outlines for Foster Parent Training, Eastern Michigan University, 1979.

3. Course pack.

COURSE OUTLINE

Course overview and introductions. Topics to be covered, course expectations.

Readings: Costin - Chapter 1 - Introduction to Child Welfare
Chapter 12 - Child Advocacy

UNIT I

Children's developmental needs and their implication for child welfare practice.
Child development -
a. review of normal child development
b. attachment and separation
c. cognitive understandings of children at various ages

Readings: Seventeen Course Outlines
Infancy - pp. 27-29, 31-35
Preschool - pp. 38-41
School years - pp. 44-47
Teens - pp. 51-53
Emotional development - pp. 21-23
Sexual development - pp. 56-58

Summary of developmental stages - handout

Films: Rock a bye baby
John - 17 months
What Do You Think?

UNIT II

The Role of the Juvenile Court in Child Welfare. The Social Worker and the Court. The Child, the Family and the Court.
How does juvenile court work?
What are its assets and drawbacks?
History and philosophy of juvenile court
Juvenile Code
The social worker's role in court

Readings: Costin - Chapter 2 - The Child and the Court
Juvenile Code Summary - handout

Videotape: The Social Worker as Witness

Unit III

Child Abuse and Neglect: Decision making in Child Abuse and Neglect Cases
a. Dealing with one's own feelings
b. Definition of problem
c. Child protection law
d. Dynamics of abuse and neglect
e. Sexual abuse

Readings: Costin - Chapter 7
Michigan Child Protection Law - Act 328 (handout)
Seventeen Course Outlines - pp. 96-108
Goldstein, Freud and Solnit, Beyond the Best Interests of the Child, pp. 97-111.
Rest, Kate, "Incest: Theoretical and Clinical Views" in American Journal of Orthopsychiatry, V. 49, pp. 680-691.

Videotape: A Better Beginning (U of M Medical School)

Film: Interviewing the Abused Child

UNIT IV

Services to Families with Children at Home
How can we support families so as to strengthen and not destroy them?
a. What services do families need?
-homemaking
-day care
-self help groups
-parent aid program
-family treatment, etc.
b. coordination of services

Readings: Costin - Chapters 6, 10 and 11

Films: "Don't Give Up On Me", "Don't Condemn Me Till You Know Me", "Will Somebody Talk to Me".

UNIT V

Foster Care

1. History and Philosophy; foster care issues; drift and permanency planning
2. The child in foster care
3. The biological parent and foster care
4. The foster parents

Readings: Costin - Chapters 3, 5, and 8
Seventeen Course Outlines
pp. 62-65 - Fostering the Mentally Retarded Child
pp. 69-73 - Fostering the Physically Handicapped Child
pp. 76-81 - Handling Lying, Dishonesty and Destructive Behavior
pp. 84-92 - Fostering the Child with Emotional Disturbance
pp. 109-114 - Communicating with the Professional
pp. 116-121 - Working with Natural Families
pp. 124-129 - All Under One Roof
pp. 131-132 - Legal Aspects of Fostering
pp. 125-139 - The Foster Parents Role in Assessing and Planning for the Foster Child

N. Littner, "The Importance of the Natural Parents to the Child in Placement," Child Welfare, V. 54, March, 1975.

Colon, Ferd, "In Search of One's Past: An Identity Trip" in Family Process, V. 12, #4, pp. 429-438, 1973.

Videotapes: Fostering Breakthrough
Marlene's Story
Sanford's Story
The Placement Process; Handling the Child in Crisis

UNIT VI

Adoption

Adoption Issues - for the child, the adoptive family and the biological family. Adoption policies and procedures.

a. Who gets adopted/how do we plan - children with special needs are adoptable
b. The adoptive parents - issues in adoption, screening in vs. screening out.
c. The child and adoption, preparing for adoption, explaining adoption
d. Biological parents and adoption
e. The identity search
f. Interracial and crosscultural adoptions

Readings: Costin - Chapter 9

Films: The Parents Group
The Children's Group
Every Child Needs a Forever Home

UNIT VII

Delinquency and status offenders
a. causes
b. treatment programs

Readings: Costin - Chapter 4
Sarri, Rosemary, "The Adolescent Status Offender - A National Problem" in Child Welfare Strategies in the Coming Years.

Ziefert, Marjorie, "The Abused Adolescent, the Hidden Victim."

Handler, "Residential Treatment Programs for Juvenile Delinquents," Social Work, V. 20, #3, 1976, pp. 217-222.

Konopka, Gisela, "Our Outcast Youth," Social Work, V. 15, #4, October, 1970, pp. 76-86.

Film: This Child Rated X

UNIT VIII

Institutional uses and abuses. A discussion of the issues.
Institutional placement settings for physically handicapped, mentally handicapped, emotionally disturbed and juvenile offenders.
a. history and philosophy
b. continuum of care
c. custodial vs. therapeutic settings

Readings: Costin - reread pp. 262-269

UNIT IX

Stresses of Child Welfare Work - How to avoid burnout

SOCIAL WORK 422 - SPECIALIZED SERVICES FOR
FAMILIES WITH CHILDREN IN PLACEMENT

SUGGESTED SUPPLEMENTAL READINGS FOR INSTRUCTOR AND FOR STUDENT RESEARCH

-The Impact of Separation on Parents and Children

Bowlby, John, Attachment and Loss (Vol. I & II), Basic Books, Inc., 1969 & 1973.

Elkind, David, A Sympathetic Understanding of the Child, Birth to Sixteen, Allyn & Bacon, Boston, 1978.

Erikson, Childhood and Society, Norton, 1963.

Fraiberg, Selma, The Magic Years, Scribner & Sons, New York, 1959.

Harrison-Rose, Phyllis and Wyden, Barbara, The Black Child, (paperback) Berkley Publishing, New York, 1974.

Maier, Henry, Three Theories of Child Development (Frickson & Piaget sections only) Harper & Rowe, New York, 1969.

Taylor, "Psycho-Social Development Among Black Children and Youth: A Reexamination", American Journal of Orthopsychiatry, Vol. 46, #1, 1976.

-Protective and Supportive Services

Barnhard, Carol, Eight Parents, Anonymous Members Tell Their Stories.

Kempe, Henry and Holfer, Roy, Helping the Battered Child and His Family.

Polansky, Norman, Neglect.

Young, Leontine, Wednesday's Children: A Study of Child Abuse and Neglect, McGraw-Hill, N.Y., 1964.

Articles:

Journal of Orthopsychiatry, Vol. 45 (3), April 1975

Gil, David, "Unreveling Child Abuse"

Goldston, "Preventing the Abuse of Little Children"

Kystad, "Violence at Home: A Review of the Literature"

Social Work

Tracy and Clark, "Treatment for Child Abuse", May 1974, Vol 19, #3

Kristal and Tucker, "Managing Child Abuse Cases", September 1976, Vol 21, #5

Social Casework, Vol. 58, #1, January 1977

Achley, Dana, "A Brief Overview of Child Abuse"

Tooley, Kay, "The Young Child as Victim of Sibling Attack"

Child Welfare

Goldberg, "Breaking the Communication Barrier: The Initial Interview With the Abusing Parent", April, 1975.

Social Casework

Carrol and Ruck, "Issues in the Implementation of the Parent Aide Program", March 1978, Vol. 59, #3

Steano et.al., "Homemakers As Change Agents", May 1977, Vol. 58, #5

Homer, "Community Based Resources for Run Away Girls", August 1973, Vol. 54, #8

Child Welfare

Weber, "A Parent of a Retarded Child Gives Her Idea of Services Needed", February, 1974.
Cantoni, "Family Life Education: A Treatment Modality", November, 1975.
Soyka, "Homemaker - Health Aide Services for Handicapped Children", April, 1975.
Kirsch et. al., "A Child Welfare Agency's Program of Services to Children in Their Own Homes", March 1976.
Margolin, "Styles of Service to Runaways" March, 1976.

Legal Aspects of Child Welfare

Katz, Sanford, When Parents Fail: The Law's Response to Family Breakdown, Beacon Press, Boston, 1971.
Katz, Sanford, The Youngest Minority: Lawyers in Defense of Children, Vol. I & II, American Bar Association Press, 1974 & 1977.
Katz, Sanford, The Rights of Children, Harvard Educational Review, Cambridge, Mass., 1974.
Rose, Carol, Some Emerging Issues in Legal Liability of Childrens' Agencies, Child Welfare League of America, New York, 1978.
Goldstein, Freud, Selnit, Beyond the Best Interests of the Child.
Gross and Gross, The Childrens Rights Movement: Over-Coming the Opression of Young People, Anchor Books, Doubleday, Garden City, NY, 1973.
Richottle, Lisa, The Throwaway Children, Dell, 1975.
Robins, Lee, Deviant Children Grown Up, Williams and Wilkins, 1976.
Wooden, Ken, Weeping in the Playtime of Others: America's Incarcerated Children, McGraw-Hill, 1976.

Foster Family Care

Jenkins, Shirley and Norman, Elaine, Beyond Placement: Mothers View Foster Care, New York, Columbia University Press, 1974.
Jenkins, Shirley and Norman, Elaine, Filial Deprivation in Foster Care, New York, Columbia University Press, 1972.

Articles:

Child Welfare

Delgodo, "A Hispanic Foster Parents Program", July/August, 1978.
Freeman, "Foster Home Care for Mentally Retarded Children", February, 1978.
Littner, "The Art of Being A Foster Parent", January, 1978.
Jones, "Stopping Foster Care Drift", November, 1978
McFadden, "Helping the Inexperienced Worker in a Public Welfare Agency", May, 1975.

Social Casework

Simmons et. al., "Natural Parents as Partners in Child Care Placement", April 1973.

Children Today - November, December, 1976 (Special Issue on Foster Care)
McFadden, "Fostering the Battered and Abused Child". April, 1980.

EMU Foster Parent Training Project

McFadden, Emily Jean, Fostering the Battered and Abused Child, Instructor Workbook

McFadden, Emily Jean, Working with Natural Families, Instructor Workbook

-Adoption

Ryan and Warren, Finding Families for the Children, Eastern Michigan University.

Anderson, David, Children of Special Value - Interacial Adoption, St. Martin's Press, 1971.

Kadushin, Alfred, Adopting Older Children, New York, Columbia University Press, 1970.

Kirk, H. David, Shared Fate, London, Free Press of Glencoe, 1964.

Maezan, William, Katz, Sanford, and Russe, Eva, Adoptions Without Agencies, Child Welfare League of America, New York, 1978.

Articles:

Child Welfare

Paget, Norman, "Closed Circuit TV: A Revolution in Adoption Practice", February, 1978.

Katz, Linda, "Older Child Adoptive Placement: A Time of Family Crisis", March, 977.

Panner and Nerlove, "Fostering Understanding Between Adolescents and Adoptive Parents", September/October, 1977.

Social Work

Baran, Annette et al, "Open Adoption", Vol. 21, #2, March, 1976.

-Institutional Placement

Mayer, Morris, Richman, Lion and Balcerzak, Group Care of Children: Crossroads and Transitions, Child Welfare League of America, New York.

Rose, Carol, Some Emerging Issues of Legal Liability in Children's Agencies ("Treatment Issues") Child Welfare League of America, New York, 1978.

Wooden, Ken, Weeping in the Playtime of Others, McGraw-Hill, 1976.

Articles:

Child Welfare

Coughlin, Bernard, "Deinstitutionalization: A Matter of Social Order and Deviance", May, 1977.

Lippman, Liopold, "Normalization and Related Concepts", May, 1977.

Weber, Beth, "A Parent of a Retarded Child Gives Her Idea of Services Needed", February, 1974.

Social Work

Handler, "Residential Treatment Programs for Juvenile Delinquents", Vol. #3, 1976.

Whittaker, "Group Care for Children", Vol. 17, #1, 1972.

Bartellas, Clemens, "Sisyphus in a Juvenile Institution", Vol. 20, #5, September, 1975.

-Racism and Sexism in Child Placement

Neilson, "Black Homes for Black Children", Child Welfare, 55, (1), pp. 41-50.
Mendes, "Single Fatherhood", Social Work, 21, (4), pp. 308-312, 1976.
Beckett, "Working Wives: A Racial Comparison", Social Work, 21 (6), pp. 463-47)
Taylor, "Psycho-social Development Among Black Children and Youth: A Re-Examination", American Journal of Orthopsychiatry, 46, (1), pp. 4-19, 1976.
Such-Baer, "Professional Staff Reaction to Abortion Work", Social Casework, 55, pp. 435-441, 1974.

Supplemental Films

Children in Peril
Don't Give Up On Me
Ordinary People
War of the Eggs
The Battered Child
Incest the Victim Nobody Believes

EMU Videotape series (see list following course outlines)

Filmstrips:

Children In Crises, Parents Magazine Series
Loss and Grief, Concept Media

Teaching Techniques

Exercise for awareness of feelings about abuse and neglect. The class is divided into dyads, who ask each other two questions:

1) When I hear about an abused child I feel _____.

2) When I hear about an abusive parent I feel _____.

The answers are recorded, and shared out in large group discussion. This exercise may be used in conjunction with a film on Child Abuse and Neglect, as a lead in to discussion about the range of negative and positive feelings engendered by this topic.

Structured Role Play:

Create a situation (interviewing the abused child, preparing a child for placement, explaining to a child the need for placement etc.) which involves social worker interaction with a child. Utilize knowledge of child developmental stages by varying the age of the child (pre-schoolers to adolescent) Divide class into groups of role-players and observers. After the role play invite participants to critique their efforts, and their feelings experienced in the role play. Then observers are asked to provide feedback to the role players.

This type of role play can be adapted to fit a variety of situations; preparing the parent for placement, support of the parental grief process, introducing a child to the foster parent, engaging the foster parent's cooperation in visitation planning etc.

Guided Fantasy:

Using the guided fantasy technique, ask class members to imagine and record their feelings about being removed from their home, taking one possession with them, questions they would have about reasons for the removal, and survival strategies they would develop. Follow with group discussion about feelings experienced in a separation.

Family Sculpting:

Sculpt a family with a child in placement, who is being "protected" by foster parents. Ask each member of the sculpture (biological parents, child and foster parents) how his/her position feels. Then ask a class member to be the social worker and resculpt the two families into more comfortable and cooperative positions. Invite members of the sculpture to explore how they feel when foster parents and biological parents are positioned or aligned together.

SOCIAL WORK 424 - HANDICAPPING CONDITIONS: PRACTICE ISSUES

SYLLABUS

COURSE DESCRIPTION

The 1973 Rehabilitation Act (Sec. 504) mandates that handicapped persons may not be discriminated against or excluded from participation in any program or activity which receives financial assistance from the federal government. The passage of that act has increased the likelihood that people who work, or who are training to work, in the area of human services will be in contact with clients having a variety of handicapping conditions, even if they are not working in service areas particularly designed for clients with disabilities.

Clients receiving services may be blind, mentally retarded, mentally ill, quadriplegic, epileptic, a combination of these or disabled in other ways. Professionals who work with them may be disabled themselves; may have family members who are disabled; or may have had little or no contact with disabled persons.

This course is designed to help students with varied personal and professional experiences become more knowledgeable about and more comfortable with disabilities, in general, and the more common disabilities, in particular. It is to help them become more aware of (1) the social systems which constitute "barriers" to a disabled person's right to "life, liberty and the pursuit of happiness" (U.S. Constitution, Bill of Rights), (2) the programs which provide positive assistance, and (3) the interpersonal and psychological issues related to professional practice with persons having functional difficulties. As a consequence, the course will help students to not only become more competent to provide services to disabled persons, but also to be more instrumental in creating a more accomodating society. As a social work offering the course will reflect social work roles, perspectives, and interventions with disabled persons in today's society.

Prereq: Social Work 120 and 222 or the consent of the instructor.
Credit: The course may be taken for graduate or undergraduate credit; course requirements will be different in each case. This course also fulfills requirements for the Family and Children's Services Specialty certificate.

COURSE OBJECTIVES

1. To enable students to explain the meanings of such words as "handicapped" and "disabled" and to describe their social and psychological implications.

2. To enable each student to examine his or her own values and attitudes towards disability and to determine how they relate to professional practice and the larger social system involved in the lives of disabled persons.

3. To have students identify and describe existing physical, intellectual, and emotional disabilities.

4. To have students identify and explain the impact of the various kinds and degrees of disability upon the disabled individual and his or her family and environment.

5. To enable students to identify human service programs, policies, and legislation related to the various disabilities.

6. To enable students to explain the role of social work in planning and implementing programs for disabled persons and their families.

COURSE REQUIREMENTS

Attendance and Participation

Attendance will be taken at each class period. Attendance "points" will be used to compute the final grade. (There are 15 class sessions, 15 points). Students are expected to participate in class discussion to a reasonable degree during the term. Five (5) points for participation will be given at the discretion of the instructor. Students are encouraged to call or meet with me at their own initiative, to attend class, and to ask questions. Students are free to call me at home if they cannot reach me in the office.

Required Texts

Cohen, Shirley, Special People, Prentice-Hall, 1977.

Edgerton, Robert B. Mental Retardation. Harvard University Press, 1979.

O'Brian, Patrick. The Disordered Mind. Prentice-Hall, 1978.

The White House Conference on Handicapped Individuals, Volume One: Awareness Papers. 1977.

Required Readings and Assignments

See content outline (Sec. V) for schedule of reading assignments

Essay on Special People

Each student is to write an essay which describes his or her reactions to the material presented in the book, Special People.

The essay is to include areas or subjects which were particularly interesting to the student; questions which the student would like to have

answered; a summary of the important things he or she has learned; and a personal exploration of the student's own feelings and values. Students should write only those personal things which they feel comfortable sharing. All essays will be returned. They need not be longer than three typed pages. No references or annotations are required.

***Please attach a separate sheet which identifies your choice of topic for the term paper (and projects if you are a graduate student). The essay will be graded according to the degree to which it attends to all of these points.

Midterm Exam - Take Home

The mid-term exam will be a combination of true/false questions along with short answer questions. It will cover all lectures, required readings, films, etc. presented to date.

Term Paper

This paper will be an in-depth study of a particular area of interest identified to the student. (topics must be submitted together with "Essay on Special People", see above). Further description will be provided in class. 5-8 pages

Special Project and Class Presentation

Graduate students will be asked to select a special topic for class presentation in addition to the term paper topic and other course requirements. The topic must be selected with instructor approval and guidance on an individual basis. They should be approximately twenty minutes in length.

Final Exam - in class

The final exam will be similar to the mid-term exam except there will be no essay questions. Only course material and reading covered since the mid-term will be included.

CONTENT OUTLINE

Note: Study units correspond to course objectives.

Unit I - Introduction to the concept and reality of "Disability and its social/psychological ramifications.

Required reading:

all of Cohen text, Special People

A. Use of terms such as "handicapped", "disabled", and categories such as physical, mental, and emotional disabilities.

B. Treating disabled persons as valuable individuals with unique characteristics in spite of labels, fears, and biases.

C. Effects of society's attitudes and priorities on the disabled population.

D. Parental involvement with their disabled children and the programs designed to meet their children's needs.

E. Special needs of the developing and adult person with impairment(s).

F. Treatment of disabled persons in today's society.

Assignment:

Three page essay - see course requirements

Unit II - Mental Illness

Required reading:

all of O'Brian text, The Disordered Mind

A. Distinguishing emotional problems from handicapping mental conditions which seriously impair functioning at all ages.

B. Schizophrenic type disorders

C. Systems of treatment

1. Therapeutic alternatives
2. Community mental health centers
3. Community-based care/institutional care
4. Mental health code
5. Probate court-commitments, guardianship and other questions related to legal process

Unit III - Developmental Disabilities

Required reading:

all of Edgerton text, Mental Retardation

A. Meaning of "Developmental Disabilities".

B. Overview of prevalent developmental disabilities, their impacts on families.

1. Mental retardation (including Down's Syndrome)
2. Cerebral palsy
3. Autism
4. Epilepsy
5. Other selected neurological impairments

C. Meaning of "Learning Disabilities".

D. Mandatory Special Education laws, issues, and implementation

E. Roles of different professions, consumer groups, and organizations

F. Prevention

Unit IV - Physical Disability (objectives 3, 4, and 5)

Required reading:

The following articles from the Awareness Papers

1. Application of Technology (Ayers, Parsons, and Rappaport)
2. Early Diagnosis and Early Intervention (Whitehouse), pp. 45-61
3. Attitudes of General Public (Yuker), pp. 89-107
4. Psychological Adjustment (Bardack), pp. 107-119
5. Communication (Scherer), pp. 187-205
6. Employment (Sale), pp. 205-217
7. Severely and Multiply Handicapped (Fay), pp. 287-317
8. Service Delivery Systems (Stedman), pp. 349-369
9. Civil Rights (Rigdon), pp. 393-425

A. Overview of Major Physical Disabilities

   1. Spinal cord injury
   2. Blindness/deafness
   3. Spina bifida
   4. Poliomyelitis
   5. Cerebral palsy
   6. Multiple sclerosis/muscular dystrophy
   7. Cystic fibrosis
   8. Kidney, heart, and cardiovascular diseases
   9. Traumatic losses (i.e. amputation, burn, and cancer seqular)

B. Overlapping of disabilities, and/or lack of information and knowledge about causal factors.

C. Programs, policies, and issues (i.e. access to transportation, buildings, etc.; Rehabilitation Act of 1973, etc.)

D. Roles of different professions

E. Prevention

Unit V - Social Work and Disabilities (objective 6)

no required reading

A. Role of Social Work in physical, intellectual, and emotional disabilities

B. Casework, groupwork, community organization, and advocacy of behalf of impaired persons and their families.

C. Coordinating Social Work tasks with tasks and roles of relating human service professions (i.e. nursing)

D. Different professional roles within different treatment settings.

SOCIAL WORK 424 - HANDICAPPING CONDITIONS: PRACTICE ISSUES

SUPPLEMENTARY BIBLIOGRAPHY

Arkheim, Daniel D. Principals and Methods of Adopted Physical Education and Recreation, 3rd Edition, St. Louis: Mosby, 1977.

Arts and the Handicapped: An Issue of Access: A Report. Educational Facilities Lab and National Endowment for the Arts, New York, Educational Facilities Lab, 1975.

Barmard, Kathryn E. and M. Erikson. Teaching Children With Developmental Problems: A Family Care Approach, 2nd Edition. St. Louis: Mosby, 1974.

Blank, Joseph P. Nineteen Steps Up the Mountain: The Story of the DeBolt Family. Philadelphia, PA: Lippincott, 1976.

Caldwell, B.M. and D. Stedman (eds.), Infant Education: A Guide for Helping Handicapped Children in the First Three Years. New York: Walker for Technical Assistance Dev. Systems, 1977.

Gollay, Elinor. The College Guide for Students with Disabilities: A Detailed Directory of Higher Ed. Services, Programs and Facilities Accessible to Handicapped Students in the U.S. Alwina Bennett, Cambridge, Mass.: ABT Pub., 1976.

Gordon, Sol. Living Fully: A Guide for Young People With a Handicap, Their Parents, Their Teachers and Professionals, New York: J. Day Co., 1975.

Klein, Stanley D., Psychological Testing of Children: A Consumer's Guide With Special Emphasis on the Psychological Assessment of Children With Disabilities. Boston: Psy-Ed., 1968.

Long, Kate. Johnny's Such a Bright Boy, What a Shame He's Retarded. Boston: Houghton-Mifflin, 1977.

McNamara, Joan. The Special Child Handbook. New York: Hawthorne Books, 1977.

Michigan Special Ed. Code Under Provisions of P.A. 198 of 1971, amended January 14, 1977, Lansing, Michigan Department of Education.

Mussett, Hannal. The Untrodden Ways: The Story of Lucy. London: Gollancz, 1975.

National School Public Relations Association. Educating All the Handicapped: What the Law Says and What Schools are Doing. Arlington, VA: D.G. Savage, 1977.

Schmidt, Rex R., J. Penny Money and P. Johnson (eds), Contemporary Issues in Special Education. New York: McGraw-Hill, 1977.

Schulman, Jerome L. Coping With Tragedy: Successfully Facing the Problem of a Seriously Ill Child. Chicago: Follet Pub., 1976.

Stigen, Gail. Heartaches and Handicaps: An Irreverent Survival Manual for Parents. Palo Alto, CA: Science and Behavior Books, 1976.

SOCIAL WORK 431 - SUBSTANCE ABUSE

SYLLABUS

DESCRIPTION

This is a seminar course offered as an elective for studying problems of alcoholism and drug addiction in contemporary society, and for developing perspectives for prevention and treatment of these problems. The content is focused on an exploration of the scope of substance misuse of historical and current significance - and on the prevailing programs of treatment and services. The class is encouraged to examine some existing facts, theories, and ideas; and at the same time participate in a critical analysis of the content in terms of self-knowledge, ideas, and experience.

OBJECTIVES

1. To provide a framework for social workers and other human service workers to develop understanding of problems associated with alcoholism and drug misuse within the context of service delivery.

2. To become knowledgeable of terms and definitions associated with the study of alcoholism and drug addiction.

3. Development of the pharmacological and physiological aspects of alcoholism and drug addiction.

4. To acquire knowledge of the kinds of programs which have been developed and implemented to deal with alcoholism and drug addiction - including chemical and medical modalities.

5. To develop understanding of various philosophies and value orientations relative to persons with alcoholism and drug misuse and problems.

6. To acquire knowledge of the legal statutes and approaches to drug addiction.

7. To become acquainted with industrial models of substance misuse programs.

8. To identify issues of social work values and philosophy relating to alcoholism and drug addiction and their treatment.

9. To identify some implications for social action, legislation, and program development in the area of alcoholism, drug addiction, and prevention.

10. To identify the components of a quality treatment system.

COURSE CONTENT

The class is taught on a seminar basis. Students are expected to read articles and turn in a 3 x 5 card weekly highlighting the materials they read. The first hour is taught in a traditional teacher/student relationship with the content flowing from the presenter. The second hour is used as a group processing time--desks/chairs are arranged in a circle, students are encouraged to process their reaction, experience or questions. I believe that my role is to facilitate the many life experiences that our students have had--and relate them to the material covered. The last half is used to review some of the readings that they have covered.

I frequently bring outside presenters to speak to the topic at hand. I use four films of varied length.

COURSE REQUIREMENTS

Class participation, term paper on topic approved by instructor.

CLASS AND READING SCHEDULE

Topic	Readings
Overview	
Alcohol & Drug Problems in America (Film)	Text - Chapter 1, Calahan, Pittman, Muste
Definitions & Parameters of Addictions	Jellinek, Pittman, Milam
Bio-Chemical Aspects of Addiction	Text: Ch. 3, 10, 11
Psycho-Social Effects of Chemical Dependency (Film)	Text: Ch. 6, 14
Addiction - Disease or Learned Behavior	Text: Ch. 2, 27; Milam
Narcotics - Street Drugs (Film)	Ray, Richter, Core Knowledge
The Interdisciplinary Treatment of Alcohol & Drug Problems	Matakas
Marijuana & Psychodelics	Cohen, Peterson, Kuzava

CLASS AND READING SCHEDULE (continued)

Topic	Readings
Sedativism & Women (Film)	Appleton, Brecher, Cain, Dens, Text: Ch. 13, 16, 17
The Differential Diagnosis and Treatment of Addiction	Matakas, Glaser
The Moral & Spiritual Dimensions of Chemical Dependency	Text: Ch. 1
Industrial Approaches to Addictions (Film)	Erfurt & Roote, Levens, Presnau, Trice, Wrich, Shain, Egdahl
Issues in Treatment	Text: Ch. 20, 23, 28, 29 Glaser, Tarter, Wexler
Natural Support Systems	Text: Ch. 25, 26, 30
Wrap Up	

Textbook: Estes & Heinemann, Alcoholism: Development, Consequences and Interventions. C. V. Mosby Co., St. Louis, 1977.

Films: "To Your Health", Mental Health Organization - 10 min., overview of alcoholism.

"Soft is the Heart of the Child" - 25-30 min., psychosocial aspects of alcoholism as seen thru the eyes of the children; excellent film on family dynamics. Needs a good deal of processing after showing.

"Sedativism" - 20-25 min., synergistic effects of alcohol, drugs - mixed; examines dynamics operative within couples/marriage

"Weber's Choice" - 25 min., examines the various roles of persons in the workplace as they approach the impaired employee; surfaces denial, scapegoating

In addition the class attends one session in some community agency, jail, hospital; and has a hands on experience.

If individuals desire an A in the course they must visit some alcohol/drug treatment agency and make a verbal report to the class.

All are expected to turn in their reading card weekly and write a paper of at least 10 pages for a B.

We also have an Alcoholics Anonymous panel come in and present the purpose and meaning that this movement has given to their lives.

SUPPLEMENTARY BIBLIOGRAPHY

"Addictions," published quarterly by Addiction Research Foundation of Ontario, 33 Russell Street, Toronto, Ontario M5S 251. $10 per annum.

Aguilera, D. A., Messick, J. M. Crisis Intervention: Theory and Methodology, 2nd edition. Mosby: St. Louis, 1974.

Appleton, William S., "Psychoactive Drugs: A Usage Guide," Diseases of the Nervous System. September, 1971, pp. 607-616.

Armor, D. J., Polick, J. M., and Stambul, H. B. Alcoholism & Treatment, Rand Corporation, Santa Monica, 1976.

Brammer, L. M., The Helping Relationship - Process and Skills, Prentice-Hall, Englewood Cliffs, N. J., 1973 (paperback).

Brecher, Edward M., et. al., Licit and Illicit Drugs. Boston: Little Brown, 1973.

Brunn, Kettil et al., Alcohol Control Policies in Public Health Perspective, Addiction Research Foundation of Ontario, Toronto, 1975.

Cahalan, D. J., Cisin, H., and Crossley, H. M. "Summary, Conclusions and Research Implications," in Cahalan, Crisin, and Crossley. American Drinking Practices, pp. 184-210, Rutgers Center of Alcohol Studies, 1969, Monograph No. 6.

Cain, Russell M. and Nancy N. Cain, "A Compendium of Psychiatric Drugs: Part I," Drug Therapy (January, 1975), pp. 105-109, 113-115, 122-124.

Cain, Russell and Nancy N. Cain, "A Compendium of Psychiatric Drugs: Part II," Drug Therapy (February, 1975), pp. 77-79, 82-83.

Cantanzaro, R. Alcoholism: The Total Treatment. Thomas, 1968.

Cohen, Sidney, Testimony Before Select Committee on Narcotics Abuse & Control, U.S. Rep., July, 1979.

Core Knowledge in the Drug Field (Compendium), Non Medical Use of Drugs, Directorate, Ottawa, Canada, 1978.

"Drugs in Perspective, A Fact Book on Drug Use and Misuse," Smithsonian Institute Press, Washington, D.C., 1972.

Brecher, Edward M. and Editor of Consumer Reports, "Marijuana: The Health Questions," Consumer Reports (March 1975), pp. 265-266.

Dews, P.B., "Psychopharmacology," in Bachrach, A. J. (ed.), pp. 425-441. Experimental Foundations of Clinical Psychology. Basic Books, 1962.

Duster, Troy, The Legislation of Morality. New York: Free Press, 1979. (Paperbook; the author pursues the theme of the title with reference to drugs, and includes a lengthy case study of California's civil commitment of addicts.)

Egdahl, Richard and Walsh, Diana, (Eds.) Mental Wellness Programs For Employees. Springer-Vercay, N.Y., 1980.

Enelow, Allen J., M.D., Elements of Psychotherapy, Oxford University Press, New York, April, 1977 (in paperback - see especially the chapter 7 on Crisis Intervention and chapter 6 on Supportive Psychotherapy).

Enelow, Allen J., M.D., and Scott N. Swisher, M.D., Interviewing and Patient Care, Oxford University Press (paperback), New York. 1972.

Erfurt, John C., and Andrea Foote, Ph.D., Occupational Employee Assistance Programs for Substance Abuse and Mental Health Problems, Ann Arbor, Michigan: The University of Michigan's Institute of Labor and Industrial Relations, 1977.

Glaser, Frederick, et al., The Differential Therapy of Alcoholism: A Systems Approach, ARF, Toronto, 1979.

Goode, Erich, Drugs in American Society. New York: Alfred A. Knopf, 1972. (Paperback; pages 33-96 are an excellent summary of the evidence and the nature of the public debate on marijuana in the 1960's).

Jellinek, E.M. Disease Concept of Alcoholism. Hillhouse Press, New Brunswick, New Jersey, 1960.

Jones, B. M. and Parson, O. A. "Alcohol and Consciousness: Getting High Coming Down," Psychology Today, January, 1975, pp. 53-58.

Keller, Mark and Chafetz, Morris E., Chm. Task Force, Second Special Report to the U. S. Congress on Alcohol and Health. HEW Public Health Service, Alcohol, Drug Abuse, and Mental Health Administration, National Institute on Alcohol Abuse and Alcoholism, Government Printing Office, Washington, D.C., Preprint Edition, June, 1974.

Kuzava, J. Hallucinogens: The Mind Altering Drugs of Past, Present and Future, 1980.

"The Journal," published monthly by Addiction Research Foundation, 33 Russell Street, Toronto, Ontario M5S 2S1. $16 per annum.

"Journal of Studies on Alcohol," volumes 1-39, 1940 to present.

"Labor-Management Alcoholism Journal," published bi-monthly by the National Council on Alcoholism, 733 Third Avenue, Suite 1405, New York, New York 10017. $18 per annum.

Levens, Ernest, C.S.P., "The Cost-Benefit and Cost-Effectiveness of Occupational Alcoholism Program," Professional Safety (the official publication of the American Society of Safety Engineers), Vol. 21, no. 11 (November, 1976), pp. 36-41.

"Lifelines," published quarterly by the South Carolina Commission on Alcohol and Drug Abuse, Editorial Office, S. C. Commission on Alcohol and Drug Abuse, P. O. Box 4616, Columbia, S.C. 29240.

Moore, Guy Phillip, Ph.D., Management's Approach to Alcoholism, Jones Publishing Company, Asheville, N.C., 1975, 103 pages.

Matakas, F., Koester, M., Leidner, B. Which Treatment for Which Alcoholic? A Review, NCALI, Department Stiar, P. O. Box 2345, Rockville, Maryland.

Milan, J., The Emergent Comprehensive Concept of Alcoholism, Alcoholism Center Associates, Inc., Kirkland, Washington, 1974.

Muste, David F., The American Disease: Origins of Narcotic Control. New Haven: Yale University Press, 1973. (The definitive historical study of the subject. Hardcover.)

Peterson, Robert and Stillman, Richard, Phencyclidine: A Review, 1978.

Pittman, D. J. "Drinking and Alcoholism in American Society," Catanzato, R. (Ed.), pp. 70-79, Alcoholism: The Total Treatment, Thomas, 1968.

Pittman, David et. al., Society, Culture and Drinking Patterns. New York: John Wiley, 1962.

Presnall, Lewis F. Alcoholism - An Employee Health Problem. Discusses essential items in developing company alcoholism programs. NCA, 1962, 11 pp.

Quarterly Journal of Studies on Alcohol, volume 1-39, 1940 to present.

Rangel, C.B., "What Ever Happened to the War Against Drugs?" in National Associations of Black Social Workers Black Caucus Journal (Spring, 1975), pp. 1-10.

Ray, Oakley S., Drugs, Society and Human Behavior. St. Louis: Mosby, 1974/1972.

Richter, Ralph W., Medical Aspects of Drug Abuse, Harper & Rowe, 1975.

Sharin, Martin and Groeneveld, Judith, Employee Assistance Programs, Lexington Books, D. C. Heath & Co., Lexington, Mass. 1980.

Silverman, M. and Lee, P. Pills, Profits, and Politics. University of California Press, 1974.

Szasz, Thomas, Ceremonial Chemistry: The Ritual Persecution of Drugs, Addicts, and Pushers. New York: Doubleday, 1974.

Tarter, R. and Surgarman, A. A. Alcoholism: Interdisciplinary Approaches to an Enduring Problem. Addison-Wesley: New York, 1976.

Trice, H. and J. Belanco, "Supervisory Training About Alcoholics and Other Problem Employees," Quarterly Journal of Studies on Alcohol 29 (1968), pp. 382-399.

Trice, H. and Roman, Paul, Spirits and Demon's At Work, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York, 1972.

United States Government, The Nature and Treatment of Non-Opiate Abuse: A Review of the Literature. Washington: U.S. Government Printing Office, 1974.

U.S. Commission on Marijuana and Drug Abuse, Drug Abuse in America: Problems in Perspective. Washington: U.S. Government Printing Office, 1973.

Weisman, T., "Drug Abuse and Drug Counseling, A Case Approach," The Press of Case Western Reserve University, Cleveland, OH 1972.

Wexler, M. and L. Adler, Help the Patient Tell His Story (a series of programmed interviews - in paperback for approximately $3), Medical Economics Books Division, Inc., Oradell, New Jersey 07649.

Wrich, James T., The Employee Assistance Program, Hazeldon, P.O. Box 176, Center City, Minnesota 55012, 1974 (in paperback).

SOCIAL WORK 435 - GROUP WORK WITH CHILDREN AND FAMILIES

SYLLABUS

This course has been developed to provide students with knowledge of social groupwork practice. Individual behavior will be examined as it relates to children and families and their involvement in groups. The class format will include brief lectures, presentations, small group discussions, and exercises.

OBJECTIVES

1. To look at historical and current aspects of groupwork as a method of social work practice.

2. To explore various frameworks relating to interviewing, diagnostic assessment, proposed interventions, and group processes.

3. To examine the concept of family as a group, including family dynamics, structures and roles.

4. To explore groups as a method of working with children.

5. To provide actual group experiences for students to supplement the above knowledge base.

COURSE REQUIREMENTS

Much of the learning will be experimental, therefore, attendance and participation will be mandatory.

Grade:	Attendance and participation	50%
	Exam	25%
	Presentation	25%
		100%

REQUIRED TEXT

Klein, Allan. Effective Groupwork: An Introduction to Principle and and Method. Association Press, 1972.

In addition, various reading assignments including:

1. Bernstein, Saul. Explorations in Groupwork. Boston University School of Social Work, 1965.

2. Bertcher, Harvey and Frank Maple. Group Composition. University of Michigan School of Social Work, 1974.

3. "Diagnosis and Evaluation for (Almost) All Occasions", Social Work, 8(1), Jan. 1963, pp. 12-19.

4. Guerin, Philip. Family Therapy. Gardner Press, Inc. New York, 1976.

5. Haley, Jay. Changing Families. Grune and Stratton, New York, 1971.

6. Hartford, M. Groups in Social Work. Columbia Press, New York.

7. Helfer, Ray. Childhood Comes First. East Lansing, 1978.

8. Kirchenbaum, Howard and Barbara Glaser. Developing Support Groups. LaJolla, California, 1978.

9. Roberts, R. and H. Northen. Theories of Social Work With Groups. Columbia Press, New York.

10. Rose, Sheldon. Treating Children in Group. Josey-Bass, San Fransisco, 1972.

11. Satir, Virginia. Helping Families to Change. Jason Aronson, New York, 1975.

12. Schwartz, W. and S. Zalba. The Practice of Group Work. Columbia Press, New York.

13. Segal, Julius Segal and Herbert Yahraes. A Child's Journey. McGraw-Hill Book Company, New York, 1978. Chapter 7.

Students are encouraged to suggest course direction. Such suggestions will be handled as a part of group process.

Although there is the expectation of group participation, students will be graded as individuals.

All assignments are due the date so specified. Students are encouraged to meet with the instructor for individual clarity.

COURSE TOPICS AND READING GUIDE

1. Objectives and application of group work: conceptualization of goals and means to goals; attempts to predict an outcome; group process as a means to achieve behavioral change; group maintenance.

   Reading - chapter 1

2. What individuals bring to groups: previous history of socialization in primacy groups.

   Reading - chapter 4

3. Role behavior as it applies to group process and structure.

   Reading - chapter 3

4. Group development through time: from worker organizing group to recognition of developmental stages ending in termination.

   Reading - chapters 2 and 13

5. Types of individual problems around which one can structure group process and group goals.

   Reading - chapters 6, 7, and 10

6. Behavior change through structure and process: communication, reality testing, decision-making, problem solving.

   Reading - chapter 8

7. Leadership - Styles: laissez-faire, authoritarian, democratic
   Functions: task, socio-emotional

   Reading - to be assigned

8. Behavior change through program: characteristics of program; goals; use of program by worker.

   Reading - chapters 9 and 12

9. T-Groups, sensitivity groups, encounter groups in family and children's settings: appropriateness?

   Reading - chapter 15

10. Termination of group: a review

    Reading - chapter 11

SOCIAL WORK 460 - THE LAW AND SOCIAL WORK WITH THE FAMILY

SYLLABUS

COURSE DESCRIPTION

Social workers and lawyers frequently find themselves operating together around issues and problems involving individuals and families, as in cases of divorce, child abuse and neglect, child custody, delinquency, and mental health. The student will examine both the legal and social work perspectives in terms of client rights, needs, and professional goals. Particular attention will be paid to areas of possible conflict. Use of the court and legal authority in family affairs will be explored. Racism and sexism in relationship to the law and to the social work component of lega institutions will be considered.

COURSE GOALS AND OBJECTIVES

1. To familiarize students with legal structures, procedures, and terminology.

2. To explore the rights of children and the ways in which those rights are protected and/or violated by legal systems and institutions.

3. To explore the rights and obligations of parents, spouses, and families.

4. To examine the operation of courts and institutions in Monroe County.

5. To study case material illustrating the interface between social work and the legal system.

6. To provide opportunity for students to participate in advocacy proceedings in class.

7. To consider the impact of racism and sexism in the law and in legal and social work practice through discussion and case example.

8. To consider the role of social worker as witness, and as court employee in family legal disputes.

REQUIRED TEXT

Brieland. Social Work and the Law. West Publishing Co., St. Paul, Minn., 1977.

Goldstein, Freud, Solmit. Beyond the Best Interest of the Child. Free Press paperback, 1973.

COURSE CONTENT

I. What is "law"? What is the legal process? And why do I (in my role as a professional social worker) care?

A. The legal system is that subsystem of the integrative system of a society or group which operates through institutionalized procedures for interpreting norms in conflict situations and for developing authoritative versions of the facts of particular situations. (A procedure is institutionalized if the decisions which flow from it are enforceable by the society's political organization and if use of the procedure is a necessary prerequisite to invoking the sanctions of political force.)

1. A legal system, so defined, is a sociological necessity in order for any society or group to "hang together."

- A Society cannot hang together unless there is some mechanism for the interpretation and enforcement of the society's values and norms in those situations where there is conflict between members.

2. In order to perform its sociological function, the legal system must somehow incorporate within itself the conflicting elements of predictability and flexability.

a. Predictability is necessary so that the units of the Society (persons, institutions, etc.) can coordinate their behavior with that of the other units of the Society.

- Each unit must know what it can expect from others and what others expect from it.

- These reciprocal expectations are the heart of the normative order of the Society.

b. However, it is just as important that the legal system incorporate the element of flexibility.

(1) It is impossible to define in specific language all of the Society's values, rules and norms.

- The factual context of the conflict question is infinitely varied.

- Rules which further a particular value in most cases, do not do so in others. Society needs a way to circumvent the specific rule in those cases where it does not achieve the intended result.

(2) The Society's rules and norms are not always consistent with one another. We often have to decide which one of two conflicting norms should prevail. This decision usually depends on the precise factual context of the case.

(3) The system must have the ability to adjust to changes (over time) in societal values and attitudes.

(4) If the legal process were not sufficiently flexible (i.e., if Society's politically enforced decisions in particular conflict situations did not adequately reflect Society's values and attitudes) the result would be a breakdown of a necessary part of the integrative system of the Society.

- Social disorganization
- Civil disobedience
- Revolution

3. Sources of "Law"

- U.S. Constitution
- Federal Statute
- Federal Regulations
- State Constitution
- State Statute
- State Regulation
- Case law
  - Federal
  - Michigan
  - Other Jurisdictions

4. Why do I (in my role as a Social Worker) care about all of this?

a. Legal Issues are an integral part of social work practice with children and families.

- Social Work has, as its particular area of knowledge and practice, the interaction of the individual with his/her environment. The social worker works both with the individual (to maximize his/her ability to interact appropriately with the environment) and with the environment (to make the environment as conducive and receptive as possible to the appropriate individual needs and behaviors of the client).

- The law, particularly with respect to marriage, divorce, neglect, etc., is a very important part of the environment of a client of a social worker working in the area of child and family services.

- In some of the areas discussed in this course, such as neglect and adoption, the social worker has the <u>direct and central role</u> in the legal process in which the client is involved. The Worker's legal knowledge and sophistication in these areas must be particularly acute.

B. There is nothing unusual about non-legal professionals needing and using legal expertise in the course of their professional practices.

1. Police officers - criminal procedures
   Accountants - tax law
   Insurance agents - law of insurance contracts
   - tax law
   - pension and profit sharing law
   - trusts and estates
   Real Estate brokers and agents - Real Property law

Materials used

1. Frank, Jerome. Law and the Modern Mind. Chapter 1 - "The Basic Myth"

2. Levi, Edward. Introduction to Legal Reasoning. Chapter 1

3. Nigro handout #1

4. Lecture re: "The Story of Dutch Sholtz"

Time spent - 1½ class periods

II. Substantive Areas of Law

A. Marriage, Divorce, Annulment and Living Together

1. Marriage is a legal relationship between two partners. Its roots are essentially social and religious.

- In the United States this relationship has always been regulated in some way by the civil authorities.

- Legally, marriage is a type of contract between two parties which is regulated by the state.

- Formerly (i.e., prior to 1957 in Michigan) this contract could be entered into by the agreement and conduct of the parties without the necessity of a formal license or proceeding. This was called Common Law Marriage.

- Now this state, and most states, requires a license and a state authorized proceeding.

  The reason for this is essentially a regulatory one. The formal requirements make it easier for the state to determine who in fact is married to whom, and also make it easier for the state to keep accurate records regarding births, deaths, and other such vital statistics.

2. Divorce

- Historically the state has made it reasonably difficult to obtain a divorce. The public policy, derived from religious attitudes, has been to preserve marriages if at all possible.

- To this end, divorce statutes have historically required that the person requesting the divorce prove that the other person has been guilt of some specified "fault", and also that he or she has been faultless.

- The statutory "grounds" in Michigan were typical and included the following:

  - Adultery
  - Drunkenness
  - Desertion
  - Extreme cruelty, etc.

- Social attitudes have now changed, and divorce is not viewed as being deviant. As a result of this change in social attitudes, the divorce statutes were amended in Michigan in 1972.

- Legal Separation: What is it? In Michigan? Elsewhere?

- Michigan law now provides that a divorce may be had by either party proving to the satisfaction of the court that "there has been a breakdown in the marriage relationship to the extent that the objects of matrimony have been destroyed and there remains no reasonable likelihood that the marriage can be preserved."

- As a practical matter, the enactment of this statute has meant that any person who sincerely wanted a divorce could obtain one.

a. Criteria for Property Division and/or Alimony

- Under both the old and the new statutes the court retains broad discretion to divide the property of the parties and to award alimony based on the court's determination as to what is fair and equitable for the parties. The court is not limited to any particular set of criteria. Generally, the court will look to the duration of the marriage, the source of the property involved, the needs of the particular parties and their earning potential as well as any other factor that might seem appropriate in a particular case.

3. Annulment

- Annulment is different from divorce in that an annulment is a judicial declaration that there was an impediment to the marriage which existed at the time the marriage was commenced.

- There have been no recent changes in the annulment laws. In order to obtain an annulment, the petitioning party must prove to the satisfaction of the court the existence of one of the following grounds:

  - the marriage was prohibited by law because of consanguinity or affinity

- either party had a former wife or husband living

- the marriage was solemnized in Michigan when either of the parties was insane or an idiot

- one of the parties was under age

- consent was obtained by force or fraud

- physical incompetency

4. Living Together

- Recently a number of women who had been living with rich men have filed legal actions asking a court to award them a portion of the man's property after they have parted ways. A number of these women have been successful.

- The legal theory on which they are basing their claim is one of contract. The plaintiff alleges that the man promised to share his property with her if she would perform assorted household and domestic duties, such as cooking, cleaning, raising children, acting as social hostess, etc.

- The legal defense to this type of claim is that one of the essential elements in this alleged contract is the improper and illegal sexual relationship between the man and woman. Any contract which is based on an illegal activity is void and unenforceable.

- In many cases the plaintiff woman has been able to successfully combat this defense by proving to the satisfaction of the trier of fact that whatever illicit relationship may be involved is entirely "independent" of the agreement.

- The willingness on the part of judges and juries to accept this "independence" argument is a function of changing societal attitudes and has nothing to do with any developments in the law.

- unconventional marriage contracts

Materials used

1. Nigro handout #2

2. The Lee Marvin Case

   Marvin v. Marvin
   3 FLR 2157

3. Tyranski v. Piggins
   44 Mich App 570 (1973)

Time spent - 1½ class periods

B. Child Custody (parent vs. parent - in the context of a divorce)

1. These cases are completely controlled by the Child Custody Act. This statute is VERY IMPORTANT.

- The most important sections in the act are sections 3 and 7. Note in particular the importance given to the concept of the "established custodial environment" in section 7(c). Is this a legal or a social work concept?

- Two interesting contemporary issues:

  - Joint custody: a good idea?

  - What is the best way for the court to elicit the preference of the child as required by section 3(i) of the statute?
    - The courts place great importance in section 3(i). Cases have held that, if requested by one of the parties, a judge must interview a child regarding his preference. This seems to apply to all children who are old enough to be verbal. Of course, after talking to the child, the court can make a determination that the child is not mature enough to have a meaningful preference.

Materials used

1. Nigro handout #3 (first section)

2. Michigan Child Custody Act
   MCLA 722, 21 et. seq.

Time spent - 1 class period

C. Child Custody (other)

1. Third party vs. parent (Circuit Court)

- If these cases arise in Circuit Court (i.e. incident to a divorce case or by the filing of a separate petition for custody) they are also controlled by the Child Custody Act. The only difference is that, as provided in section 5, "it is presumed that the best interests of the child are served by awarding custody to the parent or parents, unless the contrary is established by clear and convincing evidence". This is a very strong presumption.

- In a number of cases, the courts have had to compare the parental presumption in section 3 with the established custodial environment presumption in section 7(c). The question that has faced the courts is which of these presumptions has priority over the other. The answer has been that they should be viewed equally, with the interests of the child as the overriding concern.

2. Child abuse, neglect, and "dependency" proceedings.

- These cases are handled in the Juvenile Court. In order for the Juvenile Court to take any action, it must make a finding that a child comes within this provision.

NEGLECT MICHIGAN STATE LAW

712.A
Sec. 2. Except as provided herein, the juvenile division of the probate court shall have:

(b) Jurisdiction in proceedings concerning any child under 17 years of age found within the county

(1) Whose parent or other person legally responsible for the care and maintenance of such child, when able to do so neglects or refuses to provide proper necessary

- support
- education as required by law
- medical, surgical or other care necessary for his health and morals

- or who is deprived of emotional well being
- or who is abandoned by his parent or guardian or other custodian
- or who is otherwise without proper custody or guardianship

(2) Whose home or environment by reason of

- neglect
- cruelty
- drunkenness
- criminality or
- depravity on the part of a parent, guardian or other custodian

- is an unfit place for such child to live in
- or whose mother is unmarried and without adequate provision for care and support.

- As can be seen from the above definition, juvenile court neglect proceedings focus on the conduct of the parent rather than on the situation of the child. In most cases, the question appears to be "Is the parent 'guilty' of neglect of the child."

- The Juvenile Code does recognize, in some cases, children do come within the provisions of the code even if the parent is not blameworthy. These are usually referred to as "dependency" cases. Some examples are: mentally ill parents, parents unable to find proper housing, teenage parents who are too young to establish a home of their own.

It should be noted that the word "dependency" does not appear in the juvenile code. These types of cases technically come under the provision of "otherwise without proper custody or guardianship".

- If the court finds at a hearing that a child does come within the statutory definition the court will enter an order to that effect. Once a child comes under the jurisdiction of the court, the court must make a disposition. Possible dispositions include:

  - placement with the parent under supervision
  - placement in the home of a relative
  - placement in foster care
  - placement in a group home or institution

- If the child is placed out of the home of the parents, there is supposed intensive social work intervention directed toward reuniting the family. If it appears that it is not possible to reunite the family, social work intervention must be directed toward some other appropriate plan for the child.

- After the social worker has worked with the family long enough to reach a decision regarding whether the child can be reunited with the family, he/she files a petition with the court requesting that the court implement the plan that has been recommended.

- If that plan is a return to the parent, there is usually no problem.

- If that plan is to terminate parental rights and have the child placed for adoption, the court is faced with a very difficult decision. The court is always reluctant to terminate parental rights for the reason that the parent-child relationship is a sacred one in our society.

- Generally, the test that the court must apply in determining whether parental rights can be terminated is: Is it established by clear and convincing evidence that this child will be neglected in the long term future? This standard comes from the Michigan Supreme Court case of Fritts v. Krugh, 354 Mich 97 (1958)

- In most cases, this standard works fine. But what about if the child has been in foster care for an extended period? Is this "neglect in the long term future" standard consistent with the point of view expressed in "Beyond the Best Interests of the Child"? Is this consistent with the point of view expressed in the Conon article?

- There are a number of other cases where the appellate courts do not mention this concept of "neglect in the long term future". These cases state that once it has been determined that a child comes within the provisions of the Juvenile Code, termination of parental rights, like every other dispositional decision is based on the "best interests of the child". Examples of these cases are: In Re Franzel, 24 Mich App 371 (1970); In Re Kidder, 61 Mich App 451; In Re Sharpe, 68 Mich App 629 (1976); In Re Snyder, 328 Mich 277 (1950)

- This type of inconsistency should (no longer) be a surprise to you. It is the product of the necessary flexibility of the legal process if it is to fulfill it sociological role.

- The case of "Dawn" discussed in class is an example where such flexibility was necessary in order to achieve a result that most everyone would consider desirable.

3. Guardianship

(a) The Michigan legislature has just passed a new statute regarding guardianship. (Effective July 1, 1979).

- The New statutue states that a guardian may be appointed by the court only if "the parental rights of custody have been terminated or suspended by circumstances or prior court order".

- How this language will be interpreted remains to be seen. My personal opinion is that the language intends, and will be interpreted, to greatly reduce the number of guardianships in effect. I think that the language intends that contested child custody disputes not be handled within the context of guardianship proceedings. Such cases should be brought under the Child Custody Act or the Juvenile Code.

(b) Power of Attorney guardianship

4. Adoption

There are two aspects of the Michigan Adoption Code that students should be familiar with.

(a) The Michigan Adoption Code eliminated "Direct Consent" adoptions.

- Under the "direct consent" procedure, the natural parent can choose the adoptive family for the child. Of course the Court would also have to approve the family; but the Court would usually do so unless there was something "wrong" with the family.

- Under the direct consent procedure, there were a number of abuses. The procedure led to a "black market" in which babies were bought and sold.

- Another problem with the direct consent procedure is that very often the natural parent was not given any counselling regarding this difficult and emotional question of giving up her (his) child.

- Another problem was that the child was not exposed to a broad array of prospective families and therefore precise matches of the family with the needs of the particular child could not be made.

- For these three reasons, Michigan eliminated direct consent adoptions (except where the adoptive family is a close relative of the child) in 1974.

- Many people were opposed to the elimination of direct consent adoptions, for essentially two reasons:

  - They felt that it gave too much discretion to adoption agencies as opposed to the Court.

  - They felt that it gave too much discretion to adoption agencies as opposed to the Court.

  - They felt that it improperly removed from the natural parent the right to have a substantial say in the type and even the identity of the family that would be the adoptive parents.

(b) The 1974 Michigan Adoption Code provides a procedure for the involuntary termination of the rights of the putative father.

  - Historically (i.e. prior to the late 60's) there was no question but that the father of a child born out of wedlock had no rights whatever regarding that child. If the mother of such a child wanted to give that child up for adoption, she could do so. There was no consent needed from the father and there was no requirement that the father even be notified.

  - However, as a result of changing social attitudes and legal principles, it became necessary to establish a procedure to notify the father of a child born out of wedlock of the fact that the mother was intending to give him an opportunity to express his position on the matter and to request custody if he wished.

  - The Michigan Adoption Code deals with the matter of putative fathers very well, in my opinion.

- It requires that any putative father of the child is entitled to notice and a hearing regarding the disposition of a child whom the mother intends to release for adoption.

- It establishes two classes of "fathers"

(1) Class "A" fathers (my terminology)

These are fathers who are either married to the mother or fathers who have "established any custodial relationship with the child or who have provided any support for the mother during pregnancy or for either mother or child after the child's birth until the notice of hearing was served on him".

For Class "A" fathers, his rights cannot be terminated and the child cannot be placed for adoption unless he consents to it or unless his rights are terminated under Juvenile Code (neglect proceedings).

(2) Class "B" fathers

These are fathers who do not qualify as class "A" fathers.

For class "B" fathers, his rights may be terminated without his consent merely by the judge making a finding that the best interests of the child would be served by the termination. Therefore, no neglect necessary to terminate his rights.

Materials used

II. C. 1 and 2

1. Colon, Fernando, "In Search of One's Past: An Identity Trip," and "Family Ties and Child Placement", Family Process, Sept. 1978.

2. Goldstein, Freud and Solnit. Before the Best Interests of the Child.

3. Goldstein, Freud and Solnit. Beyond the Best Interests of the Child.

4. Wald, Michael, "State Intervention of Behalf of Neglected Children: Standards for Removal of Children from their homes, Monitoring the Status of Children in Foster Care, and Termination of Parental Rights." 28 Stanford Law Review 623

5. Nigro handout #3 (continued)

time spent - 3 class periods

II. C. 3 and 4

1. Nigro handout #3 continued

2. Nigro handout #4

3. Michigan Adoption Code MCLA 710. 21 et. seq. (particularly the new open records sections).

4. In Re Baby Boy Barlow, 404 Mich 216 (1978)

time spent - 2½ class periods

D. Parentage

- As is apparent from the above discussion, the matter of "legal" fathers and "natural" fathers is in a state of flux.

- The trend in the law on this issue is to move in the direction of reality, i.e. who, in fact, is the natural father of this child?

- It is still true that the husband of the mother of the child is PRESUMED to be the real father of the child and this is one of the strongest presumptions known to the law. However, if a petitioner can overcome that presumption by clear and convincing evidence in a court of law, the court can enter an order making someone other than the husband the "legal" father and give him the full array of rights of a "legal" father.

Materials used

1. New legitimacy statute MCLA 700.111

2. Nigro handout #4 continued

3. Smith v. Robbins 91 Mich App 284 (1979)

4. Serafin v. Serafin 401 Mich 629 (1977)

5. Also we have considerable discussion of:

"Legal Father" - "Natural Father" question

artificial insemination and surrogate parentage

new issues raised by non traditional fertilization

time spent - 1 class

E. Delinquency - three major issues

1. Should status offenses (school truancy, runaway, incorrigibility) remain as part of the juvenile code, so that the court can continue to have the ability to coercively force dispositions and placements?

Questions involved:

- Has juvenile court intervention in the past been helpful or harmful?

- Are the types of problems involved amenable to effective treatment by coercive means, and do they justify coercive state intervention?

- Is coercive state authority necessary as a back-up, in order to assist parents in keeping control over their own children, and in order to support the preferred voluntary services?

- How far should the state go in imposing its coercive authority over children in order to protect them from their own actions?

2. How much of the technical procedure applicable in adult criminal proceedings should be imposed on the juvenile offender proceedings? ("Due Process")

   In re Gault

3. Criteria for waiver to adult court.

   Criteria for determining whether to grant waiver

   (4) Upon a showing of probable cause, the court shall conduct a hearing to determine whether or not the interests of the child and the public would be served best by granting a waiver of jurisdiction to the criminal court. In making the determination, the court shall consider the following criteria:

   (a) The prior record and character of the child, his physical and mental maturity and his pattern of living.

   (b) The seriousness of the offense.

   (c) Whether the offense, even if less serious, is part of a repetitive pattern of offenses which would lead to a determination that the child may be beyond rehabilitation under existing juvenile programs and statutory procedures.

   (d) The relative suitability of programs and facilities available to the juvenile and criminal courts for the child.

   (e) Whether it is in the best interests of the public welfare and the protection of the public security that the child stand trial as an adult offender.

   Be sure to see People v. Schumacher, 75 Mich. App. 494.

Materials used

1. Nigro handout #5

2. Piven, Herman, "The Status Offender Controversy", in Child Welfare, Vol. LVIII, Sept-Oct, 1979.

3. Rector, Milton, "Assisting the Status Offender", in Child Welfare, Vol. LVIII, Sept-Oct, 1979.

4. Also there is lecture re the origins of the Juvenile Court

5. In Re Gault 387 U.S. 1

time spent - 1 class period

F. Criminality

Bail: The only permissible objective of bail, according to most federal and state courts, including Michigan's, is to ensure the appearance of the defendant in court whenever required. It is not supposed to be used to punish in advance of trial, give every arrested person a "taste" of jail, or prevent the commission of other crimes or the destruction of evidence. Any judge that should formally state such a purpose for the record in fixing bail or denying it altogether would invite appellate intervention or the granting of a writ of habeas corpus.

In fact, however, judges have usually been able to achieve these motivations (and others) with impunity as long as they are careful about their statements for the record. In felony cases, at least, the constitutional concept of excessive bail almost never applies to bail sums of less than $25,000; much of the appellate litigation has considered the constitutional propriety of amounts in excess of $100,000. Thus, if bail is set at $5,000 or $10,000 in a typical felony case, appellate courts simply have not thought the amount constitutionally excessive, despite studies in metropolitan areas showing that one-fourth of all defendants were unable to make a $500 bail, and 63 percent were unable to provide bail of $2,500.

G. Legal Problems of the Aging

Under the federal Age Discrimination in Employment Act, which applies to all employers who operate in interstate commerce, with more than 20 employees, no employee between the ages of 40 and 70 may be discriminated against or be forced to retire, unless the employer can demonstrate that age is a necessary bona fide occupational qualification.

H. Educational Issues

Statutes and administrative regulations in Michigan guarantee many important educational rights for handicapped children. Local and intermediate school districts do not always fulfill their obligations.

Materials used

1. Nigro handout #5 continued
   and #6 first section

time spent - ½ class period

I. Mental Health

In order for any person to be placed in a mental institution against his/her will, the court must make a finding that the person is "a person requiring treatment" under this definition.

330.1401 Person requiring treatment

Sec. 401. As used in this chapter, "person requiring treatment" means either (a) or (b):

(a) A person who is mentally ill, and who as a result of that mental illness can reasonably be expected within the near future to intentionally or unintentionally seriously physically injure himself or another person, and who has engaged in an act or acts or made significant threats that are substantially supportive of the expectation.

(b) A person who is mentally ill, and who as a result of that mental illness is unable to attend to those of his basic physical needs such as food, clothing, or shelter that must be attended to in order for him to avoid serious harm in the near future, and who has demonstrated that inability by failing to attend to those basic physical needs.

P.A. 1974, No. 258, 401

Materials used

1. Bell v. Wayne County General Hospital 384 F. Supp 1085 (1974)

2. Michigan Mental Health Code MCLA 330.1400 et. seq.

time spent - 1 class period

III. Legal Issues in Social Work Practice

A. Licensing - Registration

The licensing vs. registration issue is a perennial one for many professions - including social work.

Registration refers to a system whereby individuals who fulfill certain qualifications apply to the State for a certificate. The issuance of the certificate to the individual simply means that the individual can use the title designated by the state and also that the person comes within the provisions of the privilege statute. Persons who are not registered may not use the title and do not come within the provisions of the privilege statute. HOW-

EVER, THEY CAN STILL PROVIDE SOCIAL WORK SERVICES TO THE PUBLIC.

Licensing refers to a system with most of the elements of a registration system - but with the added element that persons who are not licensed MAY NOT LEGALLY PROVIDE THE TYPE OF SERVICES INVOLVED TO THE PUBLIC. Law and Medicine are examples of licensed professions.

IN MICHIGAN, SOCIAL WORK HAS A REGISTRATION SYSTEM

B. Confidentiality

This is a very confused and complex area.

Legal privilege - If a communication is legally privileged, the service provider may not disclose the information to anyone unless the client waives the privilege. The fact that the service provider is subpoenaed by a court makes no difference. If the information is legally privileged under all the facts and circumstances, the privilege supercedes the subpoena.

The issue of legal privilege involves the following questions:

Is there a privilege statute covering the profession? (MICHIGAN DOES HAVE A SOCIAL WORKER PRIVILEGE STATUTE.)

Is the information received from the client excepted from the privilege by some other statute? (Examples are child abuse, communicable diseases, etc.)

Is the information excepted by the traditional and customary exceptions that have been established by case law? (Examples of these are:
- is the person involved really the "client"?
- was the communication one which was clearly made by the client in the expectation of confidentiality?
- does the information relate to the commission of a crime in the future?
- has the client "waived by implication" his privilege by voluntarily placing the issue of his physical or mental condition before a court?

Aside from the question of legal privilege, professional good practice and ethics require that information from clients be treated with prudence and respect.

C. Malpractice

Social Worker Malpractice is like any other malpractice or "negligence" question.

1. Duty
2. Breach of Duty
3. Damage or Injury
4. Proximate Cause

The Michigan Court of Appeals determines that a school board can petition the probate court to take jurisdiction over such a student under MCL 712A.2 (a)(4); MSA 27.2178 (598.2) (a)(4), only after administrative proceedings under the school code's special education provisions have terminated and a final decision has been made that no program within the school system can adequately address the child's special needs and satisfactorily develop the child's maximum potential. Here, the child and his mother were wrongfully denied their right to an Educational Planning and Placement Committee (EDPC) determination and administrative review before his removal from the school system under the probate code. Thus the probate court's order denying his motion to dismiss on this ground is reversed. (Flint Board of Education v. Williams; Mich. App. Ct., 1/3/79, released 3/29/79)

FOSTER CARE - STATE LIABILITY FOR NEGLIGENCE

Is the State of North Carolin , through its Department of Human Resources liable for the negligent acts of the county director of social services and his staff with respect to the placement of children in foster care? Applying the principles of agency law and respondeat superior to the statutory scheme for the "delivery" of foster care "services," the North Carolin Supreme Court decides that the state might be liable. Therefore, the Industrial Commission has jurisdiction over this claim pursuant to the provisions of the Tort Claims Act. The claim, which has not yet been heard on the merits, was filed by a woman who alleged that the county social services agency negligently placed in her home a foster child who was a carrier of cytomegalo virus, with knowledge that she - the foster mother - was attempting to become pregnant and was infected with cytomegalo virus. Upon the advice of her physician she was forced to abort the pregnancy because of the high risk of birth defects to the unborn child due to the virus. She is seeking compensation for the resulting physical pain and mental anguish. (Vaughn v. North Carolina Department of Human Resources; NC Sup. Ct., 3/16/79)

FOSTER CARE - TORTS - AGENCY'S FAILURE TO FIND ADOPTIVE HOME

A lawsuit filed by a 17-year-old foster child forces the California Court of Appeal, First District, to consider whether or not a county social services agency which has been entrusted with the responsibility for finding an infant an adoptive home can be held liable for damages if that agency negligently fails to carry out its responsibilities. Shortly after the plaintiff's

birth, his mother relinquished him to the custody of the agency for the purpose of adoption. The agency placed him in a series of foster homes but no one adopted him. The thrust of his main cause of action is that the agency negligently or intentionally failed to take reasonable actions to bring about his adoption. He alleged that as a direct consequence of the agency's failures he was never adopted but spent his entire childhood in a series of foster and group homes. He was, therefore, according to the complain deprived of a stable environment, parental nuturing, continuity of care and affection, a secure and home-like family environment, and proper and effective parental care and guidance. This allegedly caused the plaintiff damage, primarily mental and emotional suffering and interference with his psychological development, for which he sought to recover. The trial court dismissed the complain and the appellate court affirms the dismissal. The court concludes that policy considerations strongly militate against imposing liability in this situation. The court says that the duty sought to be imposed here does not present the court with a reasonably clear or manageable standard for assessing wrongfulness of the agency's conduct. A trier of the fact would have to exercise hindsight over 17 years of social work involving difficult and at least partially subjective decisions. Moreover, the harm is not easily fo seeable, let alone certain, nor closely connnected to the assertedly wrongful conduct, and damages cannot be ascertained with any reasonable degree of certainty. Any injury flowing from the failure to be adopted is too remote, uncertain and speculative to form a basis for recovery. In addition, the court is doubtful that imposing liability would reduce future harm but thinks it would be more likely to impede the proper functioning of adoption agencies. (Smith v. Alameda County Social Services Agency; Calif. Ct. App. 1st Dist., 3/23/79)

LEGITIMACY/PATERNITY

The Georgia Court of Appeals holds that a putative father's contention that the lower court erred in allowing a state to exhibit a child to the jury is without merit. The court explains that in earlier cases, "the testimony of a witness that the child resembled the defendant was proscribed, not a physical presentment." (Joseph v. State; Ga. Ct. App., 2/13/79)

PARENTAL RIGHTS TERMINATION - ALCOHOLISM

Based upon a stipulation in which the mother agreed to continue in a treatment program at an alcoholic clinic and not to drink to excess, a New York Family Court judge ordered that a judgment of neglect be suspended. Subsequently, the court found that the mother had violated the terms of the agreement. The court adjudged her child to be neglected, permanently terminated the mother's parental rights, and awarded custody of the child to the County Department of Social Services. On appeal, the New York Appellate Division, Third Department, affirms the trial court order. Contrary to the mother's contention, the court

concludes that the condition in the stipulation that appellant not drink to excess was neither unreasonable nor invalid. (In re Brenda "YY"; NY Sup. Ct. App. Div. 3d Dept., 4/26/79)

D. Techniques of Testifying

Materials used

1. Nigro handout #6 continued

2. Michigan Social Worker Registration Act
   MCLA 338.1751 et. seq.

3. MCLA 338.1764 (Privileged Communication - Social Workers)

4. In re Sylvia Clear 296 NY Supp 2d 184 (1969)

time spent - 1 class period

SOCIAL WORK 465 - SOCIAL WORK, SEX AND THE FAMILY

SYLLABUS

COURSE DESCRIPTION

Social Work, Sex and the Family is designed to assist social workers, and other human service workers, whether in school or already in the field, to focus on individual sexual development, needs, and problems as they manifest today within families and society. The course will emphasize acquiring awareness and knowledge about sexual development and functions; and family interpersonal relationships as they relate to human sexuality. It will explore social, psychological, and biological aspects of human sexuality. Students will be able to better understand and intervene in the sexual problems or needs with which they are confronted.

COURSE OBJECTIVES

1. To have students recognize and explain the kinds of sexual issues, needs, and problems with which they may be presented in their work in human services and in society at large.

2. To enable students to assess sexual development, needs, and problems through analyzing their social, psychological, and biological components with particular attention to family dynamics.

3. To have students learn to apply an educational and family-centered framework in intervening in presenting sexual needs of problems.

4. To have students able to identify resources; to be aware of the different types of modalities for intervening in sexual dysfunction or sexual problems; and to be able to judge the kinds of assistance they may need in resolving different kinds of problem situations.

5. To provide students with an opportunity to examine their own values, attitudes, and skills in working with others around the area of human sexuality.

COURSE REQUIREMENTS

Attendance and Participation

Attendance will be taken at each class period. Attendance "points" will be used to compute the final grade. There are 15 class sessions; therefore, 15 points may be earned. Students are expected to participate in class discussions to a reasonable degree during the term. Five (5) points for participation will be given at the discretion of the instructor. (Students are encouraged to call or meet with me at their own initiative, to attend class, and to ask questions. Students are free to call me at home if they cannot reach me at the office.)

Required Texts

Schulz, D. Human Sexuality. Prentice-Hall, Inc. New Jersey, 1979.

Course pack of xeroxed journal articles.

Assignments and Exams

1. Essay (3 pages)

   The essay will be a brief description and analysis of an interview with a friend, client, or other person. Further specific, instructions will be given in class. No readings or research will be needed for this experiential assignment.

2. Mid-term Exam

   The exam will consist of true/false, objective, short answer, and brief essay questions. It will cover all readings, films, and class lectures covered to that point.

3. Term Paper

   The term paper will focus on a topic selected by the student and approved by the instructor. The topic must be one which directly relates to a student's major interests and field of practice with-in social work, health, or other human service settings. (i.e. abortion or rape counseling, working with families of sexually abused children, counseling, the spinal cord injured person, etc.). It will require the use of four recent journal articles on the topic.

4. Final Exam

   This exam will be similar to the mid-term and will only cover all the readings, etc. presented since the mid-term exam.

5. Graduate Student Assignment (20 min.)

   Required of graduate students only. Appropriate topic selected jointly by student and instructor. It may range from a book report to a presentation of children's literature on human sexuality. Graduate students are to arrange to see the instructor about this project on their own initiative.

6. Late Assignments and Exams

   All students have a one week "grace" period on all exams and assignments. After that time, in fairness to those who turn materials in on time, grades will be reduced five points per day on the late material. (It is your responsibility to contact me if you cannot turn in an assignment at the scheduled time.)

CONTENT OUTLINE

Note: Study units correspond to course objectives.

Unit I - Identification of Problems, Needs, and Issues related to Human Sexuality

Human service settings and the kinds of sexual problems, needs, or issues which arise therein.

1. Hospitals
2. Prisons and Juvenile Detention Centers
3. Family Planning Agencies
4. Schools
5. Public Welfare Agencies
6. Agencies and services for mentally ill, developmentally disabled, and physically disabled (i.e. institutions, group homes, adult activity centers)
7. Family Service, Child Guidance, and other mental health agencies.
8. Nursing homes, homes and programs for the Aged.
9. Programs for drug abuse, rape, and domestic violence.
10. Church related social and counseling services

Unit II - Assessment of Sexual Development, Needs and Problems (obj. 2)

A. The Biology of Human Sexuality

1. Individual characteristics/human variation
2. Anatomy and Physiology
3. Conception and Birth
4. Status of Research and Knowledge

B. Psycho-social Aspects of Human Sexuality

1. Sexual arousal and motivation toward sexual expression
2. Sex roles and family relationships (marriage commitments and child rearing).
3. Gender Identity and Dysfunction as developed within family system
4. Sexual behavior and choices as developed and/or manifested in family systems.
5. Sexual dysfunction within interpersonal and family relationships.
6. Social institutions and norms: how they regulate and affect personal behavior.

C. Other Sociological Aspects of Human Sexuality

1. Social laws (criminal and civil sanctions)
2. Health policies and sexually transmitted diseases
3. Cultural relativity regarding behavior and laws
4. Issues around pornography and sexual soliciting
5. Sexual facts, fears, traditions vs. sexual truths

Unit III - Intervention in Sexual Problems and Needs (obj. 3)

A. Deciding where to intervene in a family system

B. Involving client in assessment process (using verbal and written arguments or contracts)

C. Educating around facts and information, helping to make appropriate choices about sexual behavior

D. Counseling individuals and families

Unit IV - Identifying Resources, Seeking Help, and Knowing When to Refer to Other Agencies (obj. 4)

A. Resources for sexual materials and information

1. SIECUS
2. Planned Parenthood or other family planning agencies
3. Social Services for sexually abused children
4. Rape Counseling Centers
5. Rehabilitation Hospitals and Centers
6. Masters and Johnson/Kinsey Institute on Human Sexuality
7. University Departments such as Social Work, Psychology, Education, OT/PT, Health, Nursing, etc.
8. Mental Health and Counseling Centers
9. Sex Therapy specialists

B. Seeking Help and Making Referrals

1. Asking for consultation from an agency or professional about own or client's problem
2. Finding the right treatment or helping setting for a client

Unit V - Practitioner Values, Attitudes, and Interpersonal Skills (obj. 5)

A. Developing a degree of comfort and professionality in discussing sexual matter with others, particularly client

B. Recognizing the importance of human sexuality in human interactions, problems, and growth and its interrelatedness with other variables - without exaggerating its importance.

C. Recognizing and reconciling one's own attitudes, feelings and values with one's work with others of different persuasions.

D. Establishing trusting relationships and knowing clients which allow for appropriate openness around sexual needs, problems, and data.

E. Recognizing one's limitations and knowing when to refer, seek protective or police services, or other types of intervention such as Pastoral counseling.

SUPPLEMENTARY BIBLIOGRAPHY

Brown, Marie Scott. Distortions in Body Image in Illness and Disability. New York: Wiley, 1977.

Coan, Richard W. Hero, Artist, Sage or Saint? A Survey of Views on What is Variously Called Mental Health, Normality, Maturity, Self-actualization and Human Fulfillment. New York: Columbia University Press, 1977.

"Conference on Human Sexuality of the Mentally Retarded", Hot Springs, Arkansas: Felix de la Cruz and G. La Veck (eds), New York: Brummer-Mazel, 1971.

Gunn, Scout L., "Sexuality and Handicapped Persons: A Concern of Recreation", Journal of Leisurability, 4(2): 3-6, April 1977.

Heslinga, K. Not Made of Stone: The Sexual Problems of Handicapped People, Springfield, IL: Thomas Publications, 1974.

Ibrahim, Izmy, "The Home Situation and the Homosexual", Journal of Sex Research, 12(4): 263-282, November 1976.

Kobosa-Munro, L., "Sexuality in the Aging Woman", Health and Social Work 2(4): 70-88, 1977.

MacMillan, Jackie, "Rape and Prostitution," Victimology, 1(3): 414-42, Fall 1976, (Feminist Alliance Against Rape, Washington, DC.)

Martinson, Floyd M., "Eroticism in Infancy and Childhood," Journal of Sex Research, 12(4): 251-262, November 1976.

Masters and Johnson, Ethical Issues in Sex Therapy, Boston: Little, Brown, 1977.

Rosenfeld, Alvin, "A Case of Sexual Misuses," Psychiatric Opinion, 13(2): 35-42, April 1976

Rosenfeld, A., M. Krieger, C. Nadelson and J. Balkman, "The Sexual Misues of Children: A Brief Survey," Psychiatric Opinion, 13(2): 6-12, April 1976.

Sexual Rights and Responsibilities of Mentally Retarded - Proceedings of AAMD Reg. IX Conference, Medora Bass (ed), Santa Barbara, CA: Channel Lithograph, 1973.

Straus, M.A., "Sexualinequality, Cultural Norms and Wife Beating," Victimology, 1(1): 54-70, Spring 1976.

Wojdowski, Pat and Irvine B. Trebor, "Social and Emotional Tensions During Transsexual Passing," Journal of Sex Research, 12(3): 193-205, August 1976.

SOCIAL WORK 470 - SUPERVISING STAFF AND VOLUNTEERS

SYLLABUS

COURSE DESCRIPTION

Models of supervision and the roles of the social services supervisor will be examined. Attention will be given to the basic knowledge, skills, and values required for effective supervision of bachelor's degree level staff, paraprofessional staff, and volunteers within family and children's services agencies. The role of the supervisee in utilizing supervision will also be examined.

COURSE OBJECTIVES

Students will be able to . . .

1. Describe basic organizational and administrative processes which effect supervision.

2. Describe the major roles and functions performed by supervisors.

3. Articulate the advantages and disadvantages of different models of supervision.

4. Describe both problems which may occur in the supervisor/supervisee relationship and strategies to correct these problems.

5. Articulate the role of the supervisee in the supervisory process.

6. Demonstrate basic skills for supervision of baccalaureate and paraprofessional staff.

7. Describe the roles of volunteers in service agencies.

8. Articulate how to apply principles of supervision to coordinating volunteer programs.

REQUIRED TEXT

A compilation of excerpts from books and journal articles have been organized into a "Course Pack" especially for the class.

COURSE REQUIREMENTS

1. Class attendance and participation.

2. Readings - students are expected to read and be prepared to discuss the materials included in the course pack and other materials which may be assigned by the instructor.

3. Lead class discussion/critique of one of the assigned readings.

4. Exam

5. Term paper or project

Note: Students enrolled in the course for graduate credit will have additional course requirements to be arranged with the instructor.

COMPUTATION OF COURSE GRADE

45 points - exam
45 points - paper or project
10 points - class participation and discussion
100 points

Note: Students enrolled in the course for graduate credit will have additional course requirements which will contribute to establishing a course grade.

CONTENT OUTLINE AND REQUIRED READING

I. What is Supervision?
   A. Supervision defined
   B. The history of supervision in social work

   Required reading:

   Engle, Philip R. Supervision of the Baccalaureate Social Worker. Syracuse, N.Y.: Syracuse University School of Social Work, 1977, pp. 3-6.

II. The Supervisor's Environment: The Organization and Issues of Administration and Management.
   A. A synopsis of management and organizational theory
   B. Organizational structure
   C. Individual behavior and motivation
   D. Group Dynamics and organizations
   E. Leadership

   Required reading:

   Engle - pp. 31-43

   Kast, Fremont E. and James E. Rosenzweig. Organization and Management. New York: McGraw-Hill, 1979. Chapter 10 - "Individual Behavior and Motivation," pp. 237-258, Chapter 12 - "Group Dynamics", pp. 285-309, and Chapter 13 - "Influence Systems and Leadership", pp. 310-334.

   Mullis, Scott, "Management Applications to the Welfare System," in Simon Slavin, editor, Social Administration - The Management of the Social Services. New York: Haworth Press and the Council on Social Work Education, 1978, pp. 43-51.

III. The Supervisor's Role
A. Administrative Role
B. Educative Role
C. Supportive Role

Required reading:

Kadushin, Alfred. Supervision in Social Work. New York: Columbia University, 1976, Chapter 2 - "Administrative Supervision" (pp. 39-91), Chapter 3 - "Educational Supervision" (pp. 125-156), and Chapter 4 - "Supportive Supervision" (pp. 198-239).

Kinney, Mark B. Staff Development in Geriatric Institutions: A Manual for the Trainer. Ann Arbor, MI: The Institute of Gerontology, University of Michigan, 1979, pp. 3-11.

Morton, Thomas D. and P. David Kurtz, "Educational Supervision: A Learning Theory Approach," Social Casework, 61, 4 (April, 1980), pp. 240-264.

Swack, Lois G. Designing a Staff Development Training Program: An Andragogy Approach. Cleveland, Ohio: School of Applied Social Sciences, Case Western Reserve University, 1976, pp. 1-15.

IV. Models and Methods of Supervision
A. Models of Supervision.
B. The Supervisor/supervisee relationship
C. The supervisee's role - how to benefit from supervision.
D. Supervisory methods and techniques

Required reading:

Engle, Philip R., pp. 6-30.

Fant, Raymond S., and Andrew L. Ross, "Supervision of Child Care Staff," Child Welfare, 58, 10 (December, 1979), pp. 627-641.

Hawthorne, Lillian, "Games Supervisors Play," Social Work, 20, 3 (May, 1975), pp. 179-183.

Kadushin, Alfred, "Games People Play in Supervision," in Carlton E. Munson, editor, Social Work Supervision, New York: Free Press, 1979, pp. 182-195.

Kadushin, Alfred, Supervision in Social Work, Chapter 7 - "Supervision of Paraprofessionals," (pp. 383-411).

Levy, Charles S., "The Ethics of Supervision," in Carlton E. Munson, editor, Social Work Supervision, New York: Free Press, 1979, pp. 216-226.

Watson, Kenneth, "Differential Supervision," Social Work, 18, 6 (November, 1973), pp. 80-88.

V. Coordinating and Supervising Volunteer Programs
   A. The role of volunteers in service agencies
   B. Applying principles of supervision and management to volunteer programs
   C. Training and supervising volunteers

Required reading:

Hauser, Adrienne Ahlgren, and Florence S. Schwartz, "Developing Social Work Skills for Work with Volunteers," Social Casework, 61, 10 (December, 1980), pp. 595-601.

Media used -

Supervision tapes that accompany Vantage Point Series

Intro to training - Washington University tape

One Good Game Deserves Another

SOCIAL WORK 470 - SUPERVISING STAFF AND VOLUNTEERS

SUPPLEMENTARY BIBLIOGRAPHY

Abramczyk, Lois W., "The New MSW Supervisor: Problems of Role Transition," Social Casework, 61, 2 (February, 1980), pp. 83-89.

Allen, J.E., Jr., "Peer Group Supervision in Family Therapy," Child Welfare, 55, 3, (1976), pp. 183-189.

Apaka, Tusencko, Sidney Hirsch, and Sylvia Kleidman, "Establishing Group Supervision in a Hospital Social Work Department," Social Work, 12(1967), pp. 54-60

Bakke, Louis S., and Jean B. Edson, "Women in Management: Moving Up?," Social Work, 22, 6 (November, 1977), pp. 512-514.

Barker, Robert L., and Thomas L. Briggs. Differential Use of Social Work Manpower. New York: National Association of Social Workers. 1968. Chapter II, "The Social Work Team," pp. 193-213.

Berliner, Arthur, "Some Pitfalls in Administrative Behavior," Social Casework, 52, (, 1971), pp. 562-566.

Brieland, Donald, The Team Model of Social Work Practice, Syracuse University N.Y.: Division of Continuing Education and Manpower Development, School of Social Work. 1973. Manpower Monograph No. 5.

Brill, Naomi I. Teamwork: Working Together in the Human Services. Cleveland, Ohio: School of Applied Social Sciences, Case Western Reserve University. 1974.

Carter, Genevieve W., "The Challenge of Accountability - How We Measure the Outcomes of Our Efforts," Public Welfare,29 (Summer, 1971).

Chommie, Peter W., and Joe Hudson, "Evaluation of Outcome and Process," Social Work, 19, 6, (November, 1974), pp. 682-687.

Cruthirds, C. Thomas, "Management Should Be Accountable, Too," Social Work, 21, 3 (May, 1976) pp. 179-180.

Cull, John G., and Richard E. Hardy. Volunteerism: An Emerging Profession. Springfield, Ill.: Charles C. Thomas. 1974.

DeLoache, W.F., "Public Relations: A State of Mind," Social Casework, 57, 7, pp. 432-437.

Dermer, Joseph. How to Write Successful Foundation Presentations. New York: Public Service Materials Center. 1974.

Devis, Donald A., "Teaching and Administrative Functions in Supervision," Social Work, 46, (, 1965), pp. 83-89.

Fallon, K.P., Jr., "Participatory Management: An Alternative in Human Service Delivery Systems," Child Welfare, 53, 9(, 1974), pp. 555-562.

Fein, Edith, "A Data System for an Agency," Social Work, 20, 1 (January, 1975),

Gruber, Murray, "Total Administration," Social Work, 19, 5 (September, 1974), pp. 625-63.

Hardy, Richard E., and John G. Cull. Applied Volunteerism in Community Development. Springfield, Ill.: Charles C. Thomas. 1973.

Hawthorne, Lillian, "Games Supervisors Play," Social Work, 20, 3 (May, 1975), pp. 179-183.

Horwitz, John J. Team Practice and the Specialist - An Introduction to Interdisciplinary Teamwork. Springfield, Ill.: Charles C. Thomas, 1970.

Hoshino, George, and Thomas P. McDonald, "Agencies in the Computer Age," Social Work, 20, 1 (January, 1975), pp. 10-14.

Judd, Jadurga, Regina E. Kohn, and Gerda L. Schulman, "Group Supervision: A ehicle for Professional Development," Social Work, (January, 1962), pp. 96-102.

Kadushin, Alfred, "Games Supervisors Play," Social Work, 13(July, 1968), pp. 23-32.

Kadushin, Alfred. Supervision in Social Work. New York: Columbia University Press. 1976.

Kadushin, Alfred, "Supervisor - Supervisee: A Survey," Social Work, 19, 3(May, 1974), pp. 288-297.

Kahle, Joseph H., "Structuring and Adminstering A Modern Voluntary Agency," Social Work, 14, 4(, 1969), pp. 21-28.

Kinney, Mark B. Staff Development in Geriatric Institutions: A Manual for the Trainer. Ann Arbor: Institute of Gerontology, University of Michigan, 1976.

Kneznek, Eve. Supervision - For Public Welfare Supervisors. Chicago: American Public Welfare Association. 1966.

Kozoll, Charles E. Staff Development in Organizations. Reading, Mass.: Addison-Wesley. 1974.

Leader, Arthur L., "Supervision and Consultations Through Observed Interviewing," Social Casework, 49, 5(May, 1968), pp. 288-293.

Lohmann, Roger A., "Break-even Analysis: Tool for Budget Planning," Social Work,21, 4(July, 1976), pp. 300-307.

MacIntyre, Michael. How to Write a Proposal. Washington, DC: Education, Training, and Research Sciences, Corp. 1974.

Massey, P.G., "On the Line with MBO," Public Welfare, 34, 3(, 1976), pp. 44-48.

Matorin, Susan, "Dimension of Student Supervision: A Point of View," Social Casework, 60, 3(March, 1979), pp. 150-156.

Meyer, Carol H. Staff Development in Public Welfare Agencies. New York: Columbia University Press. 1976.

Miller, Irving, "Distinctive Characteristics of Supervision in Group Work," Social Work, 5, 1(, 1960), pp. 69-76.

Mirkin, Howard R. The Complete Fund Raising Guide. New York: Public Service Materials Center. 1975.

Munson, Carlton E., "Evaluation of Male and Female Supervisors," Social Work, 24, 2(March, 1979), pp. 104-110.

Munson, Carlton E., "Professional Autonomy and Social Work Supervision," Journal of Education for Social Work, 12, 2(Fall, 1976), pp. 95-102.

Munson, Carlton E., editor. Social Work Supervision. New York: Free Press. 1979.

Murdaugh, Jessica, "Student Supervision Unbound," Social Work, 19, 2 (March, 1974), pp. 131-132.

Murray, M.A., "Comparing Public and Private Management: An Exploratory Essay," Public Administration Review, 35, 4(, 1975), pp. 364-371.

Nash, K.B., and V.A. Mittlefehldt, "Supervision and the Emerging Professional," American Journal of Orthopsychiatry, 45, 1(, 1975), pp. 364-371.

Naylor, Harriet H. Volunteers Today - Finding Training and Working With Them. New York: Association Press. 1967.

Newman, Edward, and Jerry Turem, "The Crisis of Accountability," Social Work, 19, 1(January, 1974), pp. 5-16.

Osborn, Richard, and Jack Hoffman. How to Improve the Public Image. Washington, DC: Education, Training and Research Sciences Corp., 1971.

Patti, Rino J., "Organizational Resistance and Change: The View from Below," Social Work Review, 48, 3(, 1974), pp. 367-383.

Pell, Arthur R. Recruiting, Training and Motivating Volunteer Workers. New York: Pilot Books. 1972.

Plunkett, W. Richard. Supervision: The Direction of People at Work. Dubuque, Iowa: William C. Brown. 1975

Pratt, George E., "The Demonstration Grand Is Probably Counter-productive," Social Work, 19, 4(July, 1974), pp. 484-486.

Raider, M.C., "An Evaluation of Management by Objectives," Social Casework, 56, 2(, 1976), pp. 523-528.

Reid, William J., "Developments in the Use of Organized Data," Social Work, 19, 5(September, 1974), pp. 585-593.

Rosenblatt, Aaron, and John E. Mayer, "Objectionable Supervisory Styles: Students Views," Social Work, 20, 3(May, 1975), pp. 184-189.

Routh, Thomas A. The Volunteer and Community Agencies. Springfield, Illinois: Charles C. Thomas, 1972.

Schindler-Rainman, Eva, and Ronald Lippitt. The Volunteer Community Creative Use of Human Resources. Fairfax, Va.: NTL Learning Resources Corp. 1971 and 1975.

Slavin, Simon, editor. Social Administration - The Management of Social Services. New York: Council of Social Work Education and Haworth Press. 1978.

Stenzel, Anne K., and Helen M Feaney. Volunteer Training and Development - A Manual for Community Groups.

Stiles, Evelyn, "Supervision in Perspective," Social Casework, 41, 1(January, 1963), pp. 19-25.

Swack, Lois G. Designing a Staff Development Training Program: An Andragogy Approach. Cleveland, Ohio: School of Applied Social Sciences, Case Western Reserve University. 1976.

"Time Management," Journal of Extension, 14(September/October, 1976), pp. 3-29.

Turem, Jerry S., "The Call for a Management Stance," Social Work, 19, 5(September, 1974), pp. 615-623.

Unruh, Adolph, and Harold E. Turner. Supervision for Change and Innovation. Boston: Houghton Mifflin. 1970.

Watson, Kenneth W., "Differential Supervision," Social Work, 18, 6 (November, 1973), pp. 80-88.

Wax, John, "Time-Limited Supervision," Social Work, 8, 3(, 1963), pp. 37-43.

Weber, Shirley, and Donald Polm, "Participatory Management in Public Welfare," Social Casework, 55 (, 1974), pp. 297-306.

Weinberg, Gladys, "Dynamics and Content of Group Supervision," Child Welfare, 39 (, 1960), pp. 1-6.

White, Virginia P. Grants. New York: Plenum. 1975.

Wiehle, Vernon, "Management by Objectives in a Family Service Agency," Social Casework, 54, (, 1973), pp. 142-146.

Young, D.W., "Computerized Management Information Systems In Child Care: Techniques for Comparison," Child Welfare, 53, 7(, 1974), pp. 453-463.

FAMILY AND CHILDREN'S SERVICES SPECIALTY

COURSE MODULES

The following content areas have been developed to provide basic skills in working with families. They are directed at workers in agencies who have limited social work backgrounds and training. Each skill area is derived from one or more of the FCSS courses and presents base knowledge directly applicable to practice.

Students may elect any one module for one credit hour, or may combine modules to earn up to three hours of credit per content area, or may enroll in the modules for continuing education units.

All skill areas will combine both developmental and ecological frameworks. The developmental framework empahsizes the biological and psychological changes of the life cycle. These changes interact with those significant events that occur in one's environment such as leaving home, marriage, and the loss of one's parents.

CONTENT AREAS

1. Practice skills within the life model

   Workers at all levels have a need to master not only basic social work skills, but to understand more specialized clinical skills and knowledge bases. The units in this area are directed toward those topics of concern that routinely occur in the line worker's experience.

2. Management skills

   Efficient use of time and personnel are increasingly important as the budget crunch affects agencies. These units are focused on clarifying functions and roles of social workers in a variety of settings. The goal is to provide practical tools to facilitate the work at all levels of practice.

3. Family Practice skills

   The overwhelming volume of knowledge and increasing demands on workers for specialized practice in the arena of family and children's services is covered by these units, which attempt to focus and clarify specific areas of interest.

4. Public assistance and the life model

   AP workers deal every day with developmental and life task crises. They have a particular need to be aware of specialized techniques and developmental concerns.

ONE CREDIT MODULES (UNITS)

I. General Practice Skills

1. Group work
   -direct experience using small group methods and theory

2. Case presentation and consultation
   -an opportunity for peer support and supervision as well as a review of knowledge bases as they apply to individual cases

3. Working with the involuntary client
   -dealing with resistance, loss and fear in both children and adults

4. Crisis intervention
   -recognizing signs of trouble, preventing suicide, locating resources

II. Management Skills

1. Supervision
   -principles, problems, practice: role of staff in working with volunteers

2. Family policy issues
   -family policy - agency worker: the mutual impact

3. Social worker roles in day care
   -consultation, parent involvement, staff support, looking at quality components

4. Roles in fostering
   -appropriate and innovative roles for workers and parents: roles of foster care workers in working with parents toward permanency planning

5. Systems coordination
   -aggressive discovery and utilization of resources

III. Family Practice

1. Children at risk
   -understanding and working with abusive families

2. Family assessment and family treatment

3. Sexuality
   -role of the social worker as it relates to sexuality, i.e. growth and development, parenting, marital relationships, etc.

4. Working with the aging population
   -especially, social work services for the dependent old and their aging children

5. Family Maintenance
   -prevention of family breakup

6. Networks
   -location and utilization of family and community networks

7. Fostering the battered and abused child

8. Adoption
   -current trends in adoption practices

9. Handicapping conditions
   -social work with handicapped persons and their families. Sensitizing workers to needs specified under 504 legislation

10. Legal issues in Child Welfare Services

11. Legal issues in adult services

12. Loss and Grief
    -loss as a developmental dilemma in the life cycle of client families

ISSUES IN
FAMILY AND CHILD WELFARE SERVICES
VIDEOTAPES

THE SOCIAL WORK PROGRAM
EASTERN MICHIGAN UNIVERSITY
YPSILANTI, MICHIGAN

FOSTERING BREAKTHROUGH

Part I

Ms. Pam Pope, parent whose children were placed in foster care, describes the losses she experienced, her relationship with the foster parents, and the latter's role in helping her learn new parenting skills. She is interviewed by Jean McFadden of the Eastern Michigan University social work faculty.

Part II

A panel discussion with Ms. Pope and Eastern Michigan University social work faculty members about the implications for delivery of services to families and children.

MAKING CONNECTIONS

Part I

Penny Partridge, an adoptee who completed a search for her adoptive parents, explores her feelings about adoption, identity, and her understanding of the issues involved in her search. Ms. Partridge, a social worker, is head of Adoption Forum of Philadelphia, a group which brings together the three legs of the adoption triangle, birth parents, adoptive parents, and adoptees. She is interviewed by Ann Hartman of the University of Michigan School of Social Work. This tape was developed jointly with the National Child Welfare Training Center, University of Michigan, Ann Arbor.

Part II

Ms. Partridge and members of the Eastern Michigan University social work faculty discuss the implications of Part I for social work.

THE GENOGRAM INTERVIEW

Part I

An interview by Joan Laird of the Eastern Michigan University faculty with Joyce B. to demonstrate how a genogram is constructed and used as a tool for assessment and intervention. This interview also communicates the importance of family relationships as this young woman prepares to move to another country with her husband.

Part II

A discussion among social work practitioners of Joyce and her family, with implications for further assessment and intervention.

SANFORD'S STORY

Part I

An interview by Emily Jean McFadden with former foster child explores emotional development and identification issues of a black male in foster care and youth correctional system. Sanford discusses memories of stealing food as a child, identification with extended family members, and fantasies of sports heroes and movie stars who might become his "family".

Part II

The nature of the helping relationship is discussed by Sanford with a panel of Eastern Michigan University Social Work faculty members. The progression of his life from youth corrections to prison are reexamined in terms of the lack of social work intervention. His rehabilitation from adult crime to social worker is explored, with emphasis on importance of early attachments and meaningful helping relationships in later years.

MARLENE'S STORY

Part I

An interview by Emily Jean McFadden with a former foster child about her belief that she would be reunited with her biological mother. Marlene describes the distortions in time which occurred during separation, the implications of contact with her mother, and the experience of coping with physical abuse in the foster home.

Part II

In a panel discussion with social work faculty the topic is intervention strategies which enhance the ties of the biological family with the child in foster care.

LARRY AND MARY: SEVENTEEN: LOOKING BACK AT FOSTER CARE

Part I

Two seventeen year old former foster children discuss with Emily Jean McFadden their experiences in the child welfare system. The vital role of foster parents in aiding their transition from institutional settings to family life is explored.

Part II

EMU social work students enrolled in SWK 422 "Specialized Services to Families with Children in Placement" meet with Larry and Mary to discuss the implications for social work practice with children in the child welfare system.

THE PAST AND FUTURE OF A PARENT

Part I

"Pam" is interviewed by Emily Jean McFadden about the structure of her family or origin. In discussing the transactional patterns and rules which led her to assume the parental child position, Pam explores many variables which culminated in an abuse episode. The therapeutic programs and approaches which facilitated Pam's growth in parenting are discussed.

Part II

EMU social work students enrolled in SWK 419 "Family Centered Practice" discuss with Pam strategies of effectively working with abusive families, and the negative consequences of labelling.

For Information about
Rental or Purchase contact:

Rental: $15 per tape
Purchase: $45 per tape

Social Work Program, King Hall
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-0393

We welcome your comments, questions, or critique.
Please direct them to:

Donald Loppnow, Director
Social Work Program
Eastern Michigan University
Ypsilanti, Michigan 48197